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1894

Annual Catalogue

. . . OF . . .

Austin College,

Effingham, Ill.

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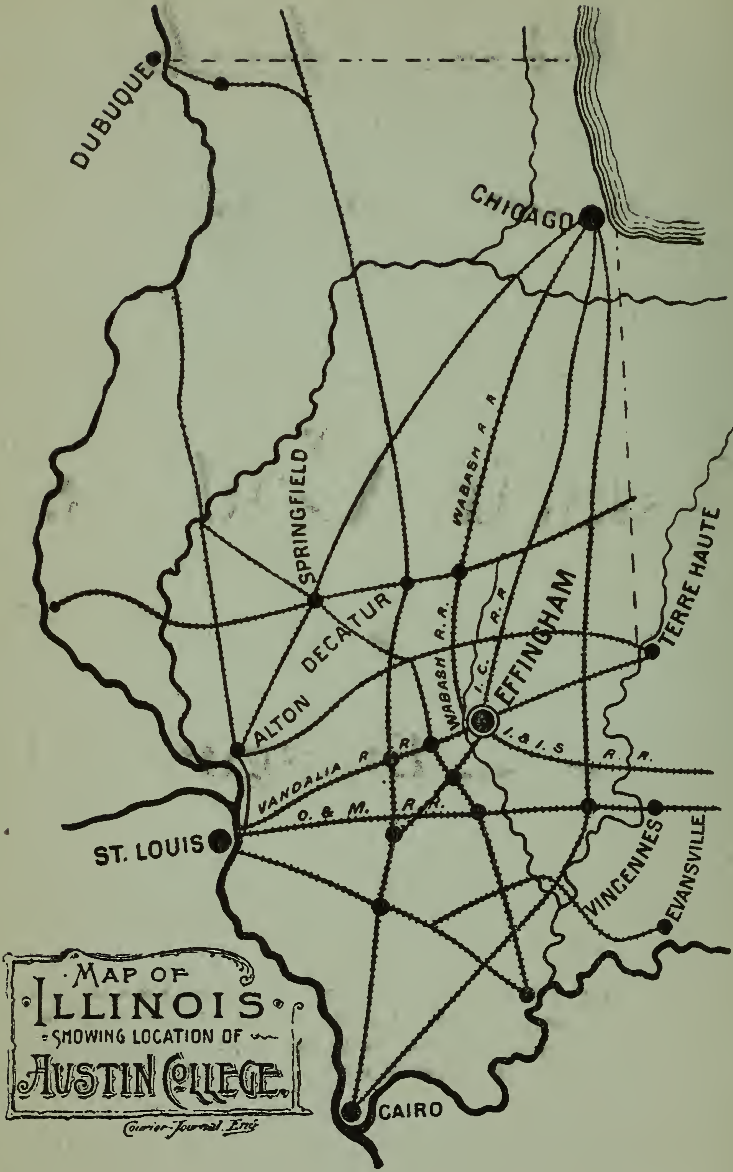
UNIVERSITY OF ILLINOIS

"The right method of developing in the mass of the population the reasoning power and general rationality, which are needed for the wise conduct of life must closely resemble the method by which the intelligence and reasoning power of an individual are developed."—PRESIDENT ELIOT.

1895

BAKER-RANDOLPH LITHO. & ENG. CO., INDIANAPOLIS.



MAP OF ILLINOIS SHOWING LOCATION OF AUSTIN COLLEGE

Courier-Journal. Eng.

"*An ounce of Education is worth a ton of Information.*"
—GEO. W. CABLE.

ANNUAL CATALOGUE

OF

AUSTIN COLLEGE,

CONTAINING

Roster of Officers, Instructors and Students

WITH ANNOUNCEMENTS OF THE FOLLOWING
DEPARTMENTAL SCHOOLS:

Collegiate Institute, Normal School, Scientific
School, Business College, Short-hand
and Type-writing School, Art
School, Music School,

FOR YEAR OPENING ON

TUESDAY, SEPTEMBER 4, 1894.

EFFINGHAM, ILL.

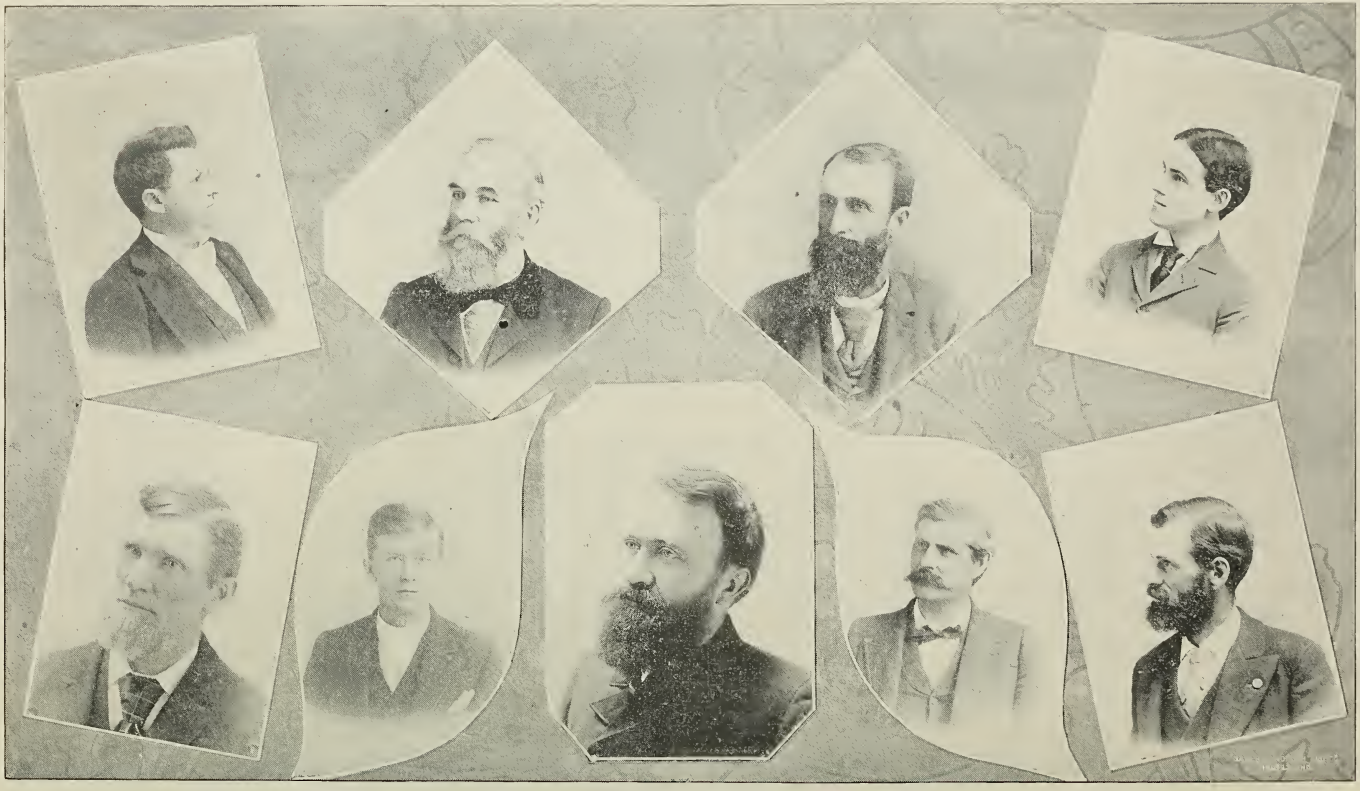
Board of Directors.

Officers.

HENRY B. KEPLEY	President.
EDWARD AUSTIN	Vice-President.
W. B. WRIGHT	Secretary.
JOSEPH PARTRIDGE, Jr	Treasurer.

Directors.

Henry B. Kepley	Effingham, Ill.
Edward Austin	Effingham, Ill.
Dr. J. B. Walker	Effingham, Ill.
George M. LeCrone	Effingham, Ill.
L. M. Cornwell	Effingham, Ill.
Calvin Austin	Effingham, Ill.
Charles Butler	Effingham, Ill.
W. B. Wright	Effingham, Ill.
Joseph Partridge	Effingham, Ill.



Board of Directors, 1893–'94.

L M. Cornwell. H. B. Kepley. Edward Austin. Joseph Partridge, Jr.

Charles Butler. Geo. M. LeCrone. J. B. Walker. W. B. Wright. Calvin Austin.

9

Brief History of Austin College.

In 1890 several public spirited citizens of Effingham organized a movement to establish an institution of higher education for Southern Illinois. The desirability of such an institution was immediately felt by every one, and the movement soon took a practical form by opening subscription books. The required amount of money was promptly obtained in a few days. On October 22, 1890, the corner-stone of the beautiful structure, which is now the home of Austin College, was laid with impressive ceremonies, conducted by the Masonic fraternity, led by Grand Master Owen Scott, of Bloomington, Ill. Hon. Richard Edwards, of Springfield, delivered an oration on the occasion, and all the citizens of Effingham and representatives from all portions of Southern Illinois were present to encourage the enterprise.

The first faculty consisted of W. E. Lugenbeel, President; W. J. Brinckley, Professor of Sciences; Hiram H. Bice, Professor of Ancient Languages and English Literature; J. A. Turley, Principal of Business Department; Miss Mary E. Gilmore (now Mrs. Cornwell), Principal of Short-hand and Type-writing Department; M. H. Martine, Professor of Modern Languages; R. P. Schifferstein, Director of Musical Department. By the time the building was completed, the library apparatus and faculty were in their places, and the work was inaugurated with the dedicatory exercises on the evening of July 6, 1891.

The Emma Abbott Opera Company delighted the large and select audience with an entertainment, and Dr. John, President of De Pauw University, delivered the dedicatory oration. It was a most fitting inauguration of a great work. On the following morning the institution began its regular work, with an attendance of more than one hundred students.

From the first morning, the success and value of the enterprise were assured. More than five hundred different students have already received the advantages the College offers to young men and women who desire to prepare for life. Its graduates are holding prominent positions in all parts of the country, and the good effect of its influence is already seen in all the southern portion of the State.

The business depression of 1893 brought seeming disaster to the growing institution, but its friends rallied to its support, and the debt which threatened its existence was cleared away, and Austin College was born anew to the world and its financial support was made so certain that the future is relieved from any doubt. The College is now one of the most firmly established institutions of learning in the State.

Space forbids special mention of all the men and women who labored so earnestly for the establishment of this institution of learning, for their name

p12184

is legion, but a debt of gratitude is due the first board of trustees who so bravely met every difficulty and carried the work forward to so successful a plane. This board was composed of the following well-known men and women: Edward Austin, Dr. J. B. Walker, Judge S. F. Gilmore, Phillip E. Crooker, Calvin Austin, L. H. Bissell, George M. LeCrone, Mrs. Nellie B. White, Judge E. N. Rhinehart, A. W. LeCrone, Hon. Albert Campbell, Mrs. Mary A. Stevens.

The movement that saved the institution from disaster occasioned by the business depression of 1893, was inaugurated by the present worthy President of the Board of Directors, Hon. Henry B. Kepley, earnestly seconded by all the friends of the College. Under his able leadership and untiring efforts, all the citizens of Effingham and vicinity, without regard to creed or social position, stood shoulder to shoulder until all danger was past. The most healthful spirit was developed, and the wonderful growth and success of the College are due to the loyalty of its friends and to the fact that its friends include every man, woman and child of Effingham.

The institution is rapidly forging to the front, and ere long it will be recognized as the leading practical college of the State.

Calendar of Sessions.

Fall term of ten weeks opens on Tuesday, September 4, 1894, and closes November 8, 1894.

Second term of ten weeks opens on Tuesday, November 13, 1894, and closes January 24, 1895.

Third term of ten weeks opens on Tuesday, January 29, 1895, and closes on April 5, 1895.

Fourth term of ten weeks opens on April 9, 1895, and closes on June 13, 1895.

Summer session will open on June 17, 1895, and continue four weeks.

Fall term of 1895 will open on Tuesday, September 3. Christmas vacation of 1894–95, from December 21, 1894, to January 2, 1895.

Table of Expenses.

Tuition for all courses, except short-hand, type-writing, music and art, per term	$8 00
Short-hand and type-writing, with use of machine for practice, per term of ten weeks	12 00
Instrumental music (piano and organ), per term	10 00
Instrumental music (violin), per term	10 00
Library Fee for year	25
Laboratory fee, per term	2 00
Private board and furnished room, per week	$2 50 to 3 00

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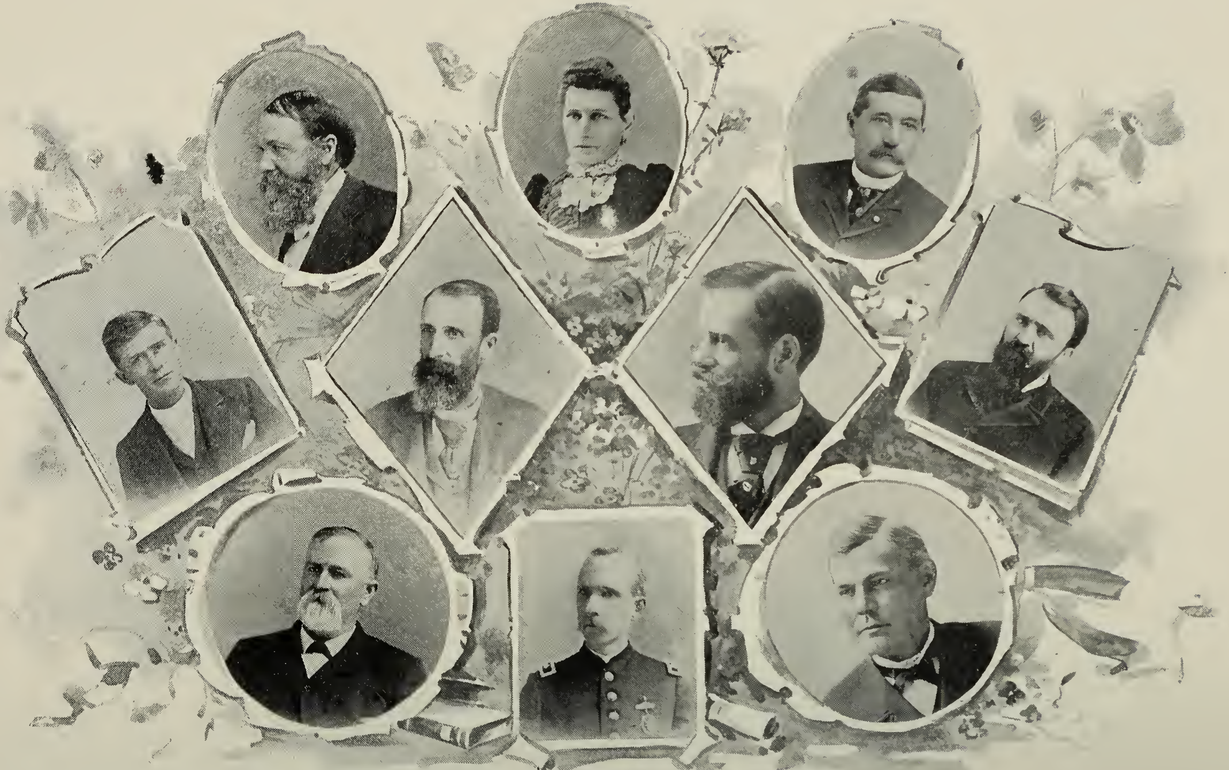


Judge S. F. Gilmore. Mrs. N. B. White. Captain A. W. LeCrone.
Geo. M. LeCrone. Edward Austin. Calvin Austin. Dr. J. B. Walker.
Philip E. Crooker. L. H. Bissell. Judge E. N. Rhinehart.

Board of Trustees of Austin College.—1892–93.

Club board and furnished room, per week	$2 50
Self-boarding, per week	1 50

Tuition invariably due in advance for one term or for the time from date of entering to close of term. No tuition will be refunded for any cause, but due-bill will be given for more than one week's necessary absence. Board bills are payable weekly in advance.

Boarding Accommodations.

Effingham is a city of six thousand inhabitants, and offers excellent boarding facilities. Students are received into the homes and families of the citizens, and have all the protection and comforts possible. The dangers of the large boarding hall plan are avoided, and yet the expenses not increased.

The Institution offers its students choice of several kinds of board, and guarantees satisfaction in every particular.

FIRST—Private Board.—Comfortable rooms, furnished with beds, bedding, carpet, stoves, study tables, toilet ware and all other necessary articles are supplied students, with table board in private families. Two students are expected to occupy each room. Fuel and oil are also supplied. Price, $2.50 to $3.50 per week.

SECOND—Club Boarding.—Persons who desire this kind of accommodation rent furnished rooms in private houses. These rooms are kept in order by their owners, and they are also supplied with all necessary furniture, toilet articles, etc. Two persons are expected to occupy one room. If a student should desire to room alone he may do so by paying the rent demanded of two. Fuel and oil are furnished by the persons occupying the rooms.

Table board at the exceedingly low price of $2 per week is supplied at the students' clubs. Each of these associations is composed of ten or twenty young ladies and gentlemen who pay the manager of the club $2 per week, and this amount supplies the table with an abundance of good and wholesome food, and pays the expenses of cooking, serving, etc. This is indeed a most popular method of boarding, and many of our best students prefer it.

THIRD—Self-Boarding.—Furnished or unfurnished rooms can be obtained for self-boarding. By this method the living expenses may be reduced to a minimum.

FOURTH—Hotel and Private Boarding Houses.—The city is abundantly supplied with excellent hotels and boarding houses, at which all may live upon reasonable terms.

In order for students to do good work they must have good food and pleasant surroundings. Brain work requires the best possible physical condition. Such a condition can not be produced or sustained by inadequate food supply, or uncomfortable rooms. Austin College advertises only first-class accommodations, for in every way this is the cheapest plan for the students. No other institution, offering equal facilities, has superior accommodations. We claim the best at the lowest rates in the country.

Investigate and be satisfied.

Who Can Enter the Classes of Austin College.

The Institution receives students of all grades of advancement above that given by the higher classes of the district school. A great deal of time is lost by pupils in the common schools after they take up the more advanced work. Owing to the limited time at the disposal of the teachers, the lessons must necessarily be brief, and the instruction hurried. The facilities for illustrating the subjects are meager or entirely absent. In its Preparatory Department Austin College has made ample arrangements for needs of all students. The facilities and instructors are the best that can be obtained. In one year in the classes of this Institution pupils can accomplish more work than in three years in the crowded and poorly equipped common school. A saving of three years in the preparation for life means a great deal in this progressive age.

Students who have completed the courses of study provided by the high schools of the country, can take advanced standing in any of the regular courses of this Institution. The classes of Austin College are open to the young men and women of the world, of any degree of advancement. Instruction in any subject desired may be obtained at any term.

All persons who desire to prepare for teaching, for business, for office work as stenographers, for pharmacy, for study of medicine, for study of law, for study of theology, for success in any of the trades or other occupations in life, can be accommodated with the best facilities and instruction. In brief, Austin College is the people's university, in which all earnest men and women of any age may prepare for any occupation.

Building.

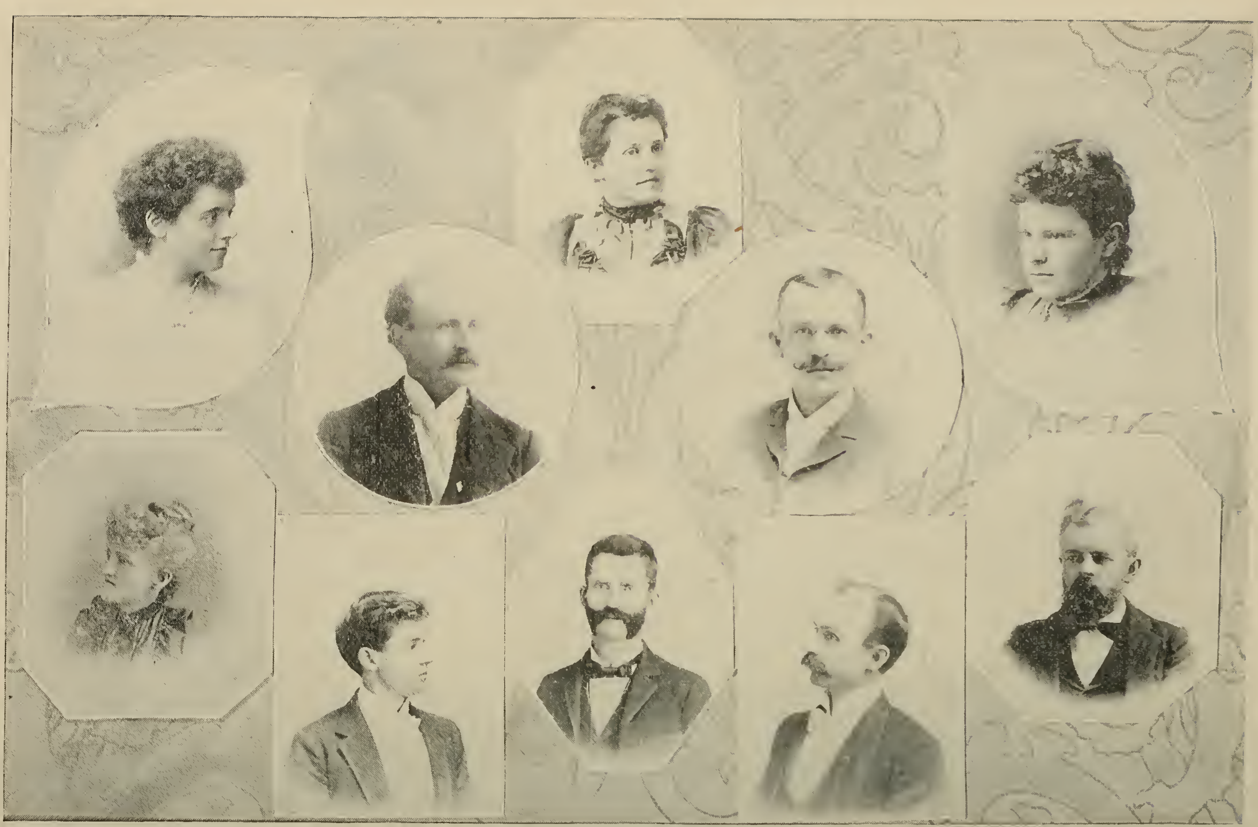
The main college building is a beautiful structure, three stories high, constructed of brick and stone, containing ten rooms. Every part is furnished in the best manner known to modern builders.

The recitation-rooms are furnished with opera chairs, having book-tablets; the library-room, with tables and comfortable chairs; the actual business department, with offices, tables and chairs; the chemical laboratory, with all the facilities for original and class work; the office in a style comporting with the other beautiful appointments.

The entire building is heated by steam and lighted by gas.

The location is superb. A natural grove of forest trees makes a beautiful park, in which the towers and pointed roof of the fine building rise with splendid effect.

The Trustees have erected a beautiful home for the College, and they have established it with all that appeals to the noblest feelings.



Faculty.

Miss Rosa A. Marquis. Mrs. Mary Gilmore Cornwell. Miss Ida J. Campbell.
W. E. Lugenbeel. M. H. Martine.
Miss Iola M. Gilbert. A. L. Sprinkle. Geo. L. Guy. T. L. Cook. W. J. Brinckley.

Character of the Religious Exercises at the Beginning of the Day's Work.

The Institution is non-sectarian, and receives students of any religious belief. No arguments will be employed to alter their faith, nor will any doctrinal points be discussed. The grand and broad Christian doctrine of a true and honest character, with the fundamental principles of good citizenship, forms the basis of the religious teaching.

Every day the regular duties are preceded by the chapel exercises, consisting of music, reading from the Bible, short talks upon topics in morals, and prayer. These exercises are followed by general announcements, general instruction, and many other interesting features.

The moral tone of the community is good; the various Christian denominations are represented by strong churches; the students are carefully looked after by the ministers of the sects to which they belong.

The Faculty of Austin College.

W. E. LUGENBEEL, Ph. D., President. Higher Mathematics, Psychology, Common Branches, Book-keeping, Business Practice, Commercial Law.

Seven years as a teacher in the public schools of Ohio and Indiana; eight years as principal of the Southern Indiana Normal School, Mitchell; four years as principal of Borden Institute, Borden, Ind.; three years as President of Austin College.

W. J. BRINCKLEY, B. S., A. M. Sciences, Common Branches, in Charge of Laboratories.

A classical graduate of Salina University; special course in Science in State University of Illinois; a scientific graduate of DePauw University; over eighteen years' experience in public school, college and university work; a practical chemist and biologist; a member of Austin College faculty from the beginning of the institution.

GEORGE L. GUY, A. M. Literature, Logic, Rhetoric, History, Common Branches, Pedagogy.

Active member of the teaching profession for twenty-six years, seventeen of which were employed as Superintendent of Schools at Oquawka, Shawneetown, Chester, Mt. Carmel, Ill., and Tuscumbia, Ala. Educated at Oberlin College. A charter member of the State Natural History Society and a member of the American Academy of Political and Social Science. Member of Austin College faculty from 1893.

M. H. MARTINE. German, French, Latin, Greek.

Educated at Freiburg University, Germany; took post-graduate course at University at Paris; studied at various American institutions; member of Austin College faculty, 1891–94.

MRS. MARY E. GILMORE CORNWELL. Short-hand, Type-writing and Elocution.

Studied at Southern Illinois Normal School, DePauw University, Richmond (Ind.) Business College. Taught in the Richmond Business College. Austin College faculty from the first term.

MISS IOLA M. GILBERT. Piano and Voice.

Graduate of First State Normal School, Winona, Minnesota; studied in Cincinnati and Chicago. In 1890-91 took a year's special course at the Chicago Musical College. Has taught music in Effingham twenty-three years, and with the Fall Term of 1895 enters upon her fourth year of work in Austin College.

MISS ROSA ADELAIDE MARQUIS. Violin and Guitar.

Teacher of Violin in the DePauw School of Music for seven years; student of Chicago Musical College; student of College of Instrumental and Vocal Art, Chicago; graduate of DePauw School of Music, Greencastle, Ind.

MISS IDA J. CAMPBELL, Director of Art Department.

Graduate of Art School of Cooper University. Teacher of many years of successful experience. Artist of first rank.

T. L. COOK. Assistant Instructor in Science and Common Branches.

Studied at Austin College two years. Student of special course in Biology. Has had many years experience in teaching.

A. L. SPRINKLE. Assistant Instructor in Book-keeping and Mathematics.

Graduate of Austin College Business College. Student at Austin College two years.

HON. HENRY B. KEPLEY. Lecturer upon Commercial Law. Instructor in Law.

Lawyer of thirty-four years successful practice. Has given particular attention to the laws of Commercial Transactions.

J. B. WALKER, M. D. Lecturer upon Anatomy, Physiology and Hygiene. Preparatory Medical Studies.

One of the most successful physicians of Illinois. Graduate of Medical Department of Cincinnati University, Cincinnati, Ohio. Extensive experience as teacher.

L. M. CORNWELL, Master of Pharmacy. Lecturer on Pharmacy and Applied Chemistry.

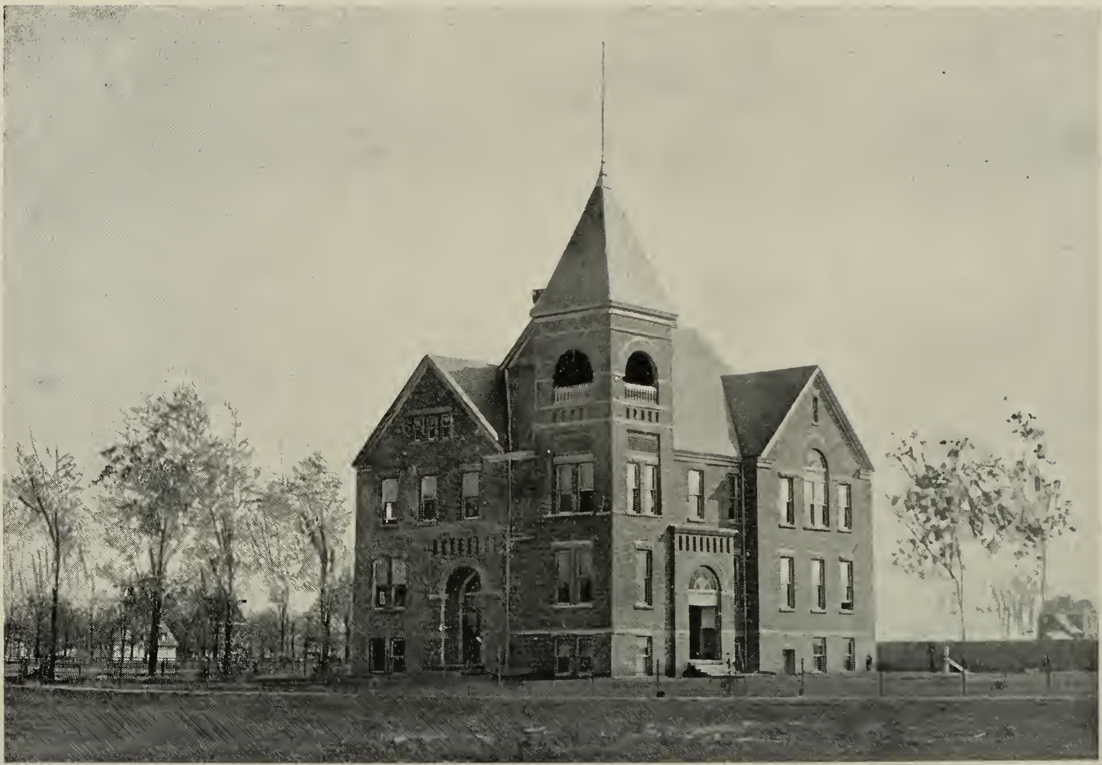
Graduate of National Institute of Pharmacy, Chicago. Studied at Illinois College of Pharmacy; obtained certificate from State Board on examination.

MISS BLANCHE MAXWELL, Secretary and Stenographer in College Office.

Courses of Study at Austin College

Preparatory Course—One Year.

First Term—Ten Weeks. Arithmetic, English Grammar, Descriptive Geography, U. S. History, Penmanship. Second Term—Ten Weeks. Arithmetic, English Grammar, Physical Geography, U. S. History, Penmanship. Third Term—Ten Weeks. Arithmetic, Composition, Civil Government, Drawing, Reading. Fourth Term—Ten Weeks. Algebra—Elementary, Review of Arithmetic, Review of English Grammar, Review of U. S. History, Drawing, Vocal Music.



Austin College.

Classical Collegiate Course.

First Year, First Term—Ten Weeks. Algebra, Latin Lessons and Grammar, Rhetoric—Invention, Natural Philosophy. Second Term—Ten Weeks. Higher Algebra, Latin Lessons and Grammar, Rhetoric—Style, Natural Philosophy. Third Term—Ten Weeks. Higher Algebra, Latin—Cæsar, American Literature, Physiology. Fourth Term—Ten Weeks. Geometry—Plane, Latin—Cæsar, English Literature, Physiology.

Second Year, First Term—Ten Weeks. Geometry—Solid, Latin—Virgil, Chemistry, General History. Second Term—Ten Weeks. Trigonometry, Latin—Virgil, Chemistry, General History. Third Term—Ten Weeks. Analytical Geometry, Latin—Cicero, Botany, Psychology. Fourth Term—Ten Weeks. Political Economy, Latin—Livy, Botany, Psychology.

Third Year, First Term—Ten Weeks. The Calculus, Greek Lessons, Latin—Horace, Zoology. Second Term—Ten Weeks. The Calculus, Greek Lessons, Latin—Horace, Zoology. Third Term—Ten Weeks. Logic, Greek—Xenophon, Astronomy or Pedagogy, Geology. Fourth Term—Ten Weeks. Logic or Pedagogy, Greek—The Iliad, Surveying, Geology.

At the close of every term, an oration upon subject assigned by the instructors is expected of every member of the class. All desiring to make teaching a profession have weekly exercises in the History and Science of Education. Debating and Literary Work are required throughout the course. Diplomas are granted to graduates. Degree of A. B.

Modern Language and Scientific Course.

First Year, First Term—Ten Weeks. Algebra, German, Rhetoric—Invention, Natural Philosophy. Second Term—Ten Weeks. Higher Algebra, German, Rhetoric—Style, Natural Philosophy. Third Term—Ten Weeks. Higher Algebra, German, American Literature, Physiology. Fourth Term—Ten Weeks. Geometry—Plane, German, American Literature, Physiology.

Second Year, First Term—Ten Weeks. Geometry—Solid, German, French, English Literature. Second Term—Ten Weeks. Trigonometry, German, French, English Literature. Third Term—Ten Weeks. German, French, Botany, General History. Fourth Term—Ten Weeks. German, French, Botany, General History.

Third Year, First Term—Ten Weeks. German, French, Chemistry—Theory, Zoology. Second Term—Ten Weeks. Zoology, French, Chemistry—Qualitative Analysis, Geology. Third Term—Ten Weeks. Psychology, French, Chemistry—Qualitative Analysis, Geology. Fourth Term—Ten Weeks. Psychology, French, Chemistry—Organic, Assaying or Surveying.

Orations are required at the close of every term. Weekly exercises in Debating and Literary Work are expected. Graduates receive degree of B. S.

Teachers' Advanced Course.

First Year, First Term—Ten Weeks. Higher Arithmetic, English Grammar, Descriptive Geography, U. S. History, Penmanship. Second

TERM—Ten Weeks. Higher Arithmetic, English Grammar, Physical Geography, U. S. History, Penmanship. THIRD TERM—Ten Weeks. Algebra, Composition, Civil Government, Physiology, Vocal Music. FOURTH TERM—Ten Weeks. Algebra, Physiology, Rhetoric—Invention, Drawing, Reading.

SECOND YEAR, FIRST TERM—Ten Weeks. Algebra—Higher, Latin Lessons, Rhetoric—Style, Natural Philosophy. SECOND TERM—Ten Weeks. Algebra—Higher, Latin Lessons, Natural Philosophy, American Literature. THIRD TERM—Ten Weeks. Geometry—Plane, Latin—Cæsar, English Literature, Botany. FOURTH TERM—Ten Weeks. Geometry—Solid, Latin—Cæsar, General History, Botany.

THIRD YEAR, FIRST TERM—Ten Weeks. Trigonometry, Latin—Virgil, Zoology, General History. SECOND TERM—Ten Weeks. Psychology, Latin—Virgil, Zoology, History of Education. THIRD TERM—Ten Weeks. Psychology, Latin—Cicero, Pedagogy, Chemistry. FOURTH TERM—Ten Weeks. Logic, Pedagogy, Chemistry, Geology.

Throughout the course weekly exercises in Ancient and Modern History, Political Economy and Debating are required. Orations at the close of each term are delivered before public audiences. Diplomas are granted to those completing the work. Course prepares for State Certificate.

Teachers' Elementary Course of One Year.

FIRST TERM—Ten Weeks. Arithmetic, English Grammar, Descriptive Geography, U. S. History, Penmanship. SECOND TERM—Ten Weeks. Arithmetic, Natural Philosophy, Physical Geography, U. S. History, Drawing. THIRD TERM—Ten Weeks. Psychology, Physiology, Literature, Rhetoric, Reading. FOURTH TERM—Ten Weeks. Botany, Zoology, Algebra, Pedagogy.

Persons completing this course receive certificates showing work done. Prepares for First Grade Certificate.

Surveying Course—One Year.

FIRST TERM—Ten Weeks. Geometry, Natural Philosophy, German, Mechanical Drawing. SECOND TERM—Ten Weeks. Geometry, Plane Surveying, German, Natural Philosophy, Mechanical Drawing. THIRD TERM—Ten Weeks. Trigonometry, Railroad Surveying, German, Elective. FOURTH TERM—Ten Weeks. Railroad Surveying, Field Work, Plane Surveying—Field Work, German, Elective.

Business Course—Three Terms.

FIRST TERM—Ten Weeks. Book-keeping, Higher Arithmetic, English Grammar, German, Penmanship. SECOND TERM—Ten Weeks. Book-keeping and Actual Business, Higher Arithmetic, Composition, German, Penmanship. THIRD TERM—Ten Weeks. Book-keeping—Banking, Commercial Law, Commercial Papers, German, Penmanship.

This course may be completed in the indicated time by those prepared for it, but lack of preparation may prolong the period.

Pharmaceutical Course.

First Year, First Term—Ten weeks. Inorganic Chemistry, Theoretical Pharmacy, Pharmaceutical Laboratory, Physiology, Chemical Laboratory, Pharmaceutical Latin. Second Term—Ten weeks. Inorganic Chemistry, Theoretical Pharmacy, Pharmaceutical Laboratory, Physiology, Chemical Laboratory, Pharmaceutical Latin. Third Term—Ten weeks. Organic Chemistry, Theoretical Pharmacy, Pharmaceutical Laboratory, Botany, Microscopy, Physics. Fourth Term—Ten weeks. Organic Chemistry, Theoretical Pharmacy, Pharmaceutical Laboratory, Pharmaceutical Botany, Microscopy, Physics.

Second Year, First Term—Ten weeks. Qualitative Analysis, Chemical Laboratory, Theoretical Pharmacy, Pharmaceutical Laboratory, Materia Medica, Therapeutics, Dispensing Laboratory. Second Term—Ten weeks. Qualitative Analysis, Chemical Laboratory, Theoretical Pharmacy, Pharmaceutical Laboratory, Materia Medica, Therapeutics, Dispensing, Dispensing Laboratory. Third Term—Ten weeks. Quantitative Analysis, Chemical Laboratory, Theoretical Pharmacy, Pharmaceutical Laboratory, Materia Medica, Toxicology, Dispensing, Dispensing Laboratory. Fourth Term—Ten weeks. Quantitative Analysis, Chemical Laboratory, Theoretical Pharmacy, Pharmaceutical Laboratory, Materia Medica, Toxicology, Dispensing, Dispensing Laboratory.

Review Course.

First Term—Ten weeks. Inorganic Chemistry, Theoretical Pharmacy, Pharmaceutical Laboratory, Botany, Materia Medica. Second Term—Ten weeks. Qualitative Analysis, Theoretical Pharmacy, Pharmaceutical Laboratory, Physiology, Materia Medica. Third Term—Ten weeks. Organic Chemistry, Theoretical Pharmacy, Pharmaceutical Laboratory, Microscopy, Materia Medica, Dispensing. Fourth Term—Ten weeks. Quantitative Analysis, Theoretical Pharmacy, Pharmaceutical Laboratory, Toxicology, Materia Medica, Dispensing.

Special Elective Work for University Courses.

History—Embracing all the Ancient Nations, Mediæval Times and Modern Times, may be pursued in a rigid and philosophical manner for four years.

Political Science is arranged for a three years' course.

Rhetoric—A practical and thorough course of four years.

English and American Literature—Course of four years.

Psychology—Course of two years, embracing Mental Science, Physiological Psychology and Experimental Psychology.

Ancient Languages and Literature—Course may be extended three years longer, making six years in Latin and four years in Greek.

PHYSICS, BOTANY, ZOOLOGY AND PHYSIOLOGY—Courses of two years each with Laboratory work.

CHEMISTRY—Course of two years may be extended to four years, including original investigation in Laboratory.

HIGHER MATHEMATICS—The time given to each of these branches in the regular courses may be extended one year. The abstruse departments of each subject may be thoroughly investigated.

MORAL PHILOSOPHY AND ETHICS—Course of two terms, or one year.

PEDAGOGY AND HISTORY OF EDUCATION—Course may be extended one year.

Explanation of the Work in the Different Departments.

The Mathematics.

ARITHMETIC—The work in this subject receives careful attention in elementary and advanced classes. The elementary work embraces a thorough training in the fundamental principles of numbers and in the art of applying the principles to concrete operations. The pupils are taught to know *why* in every process. The methods are new and rigidly logical, and they make these classes extremely pleasant.

The advanced work deals with the philosophy of numbers. All the applications of arithmetical analysis are thoroughly tested, and the students are taught to make their own inductions and rules.

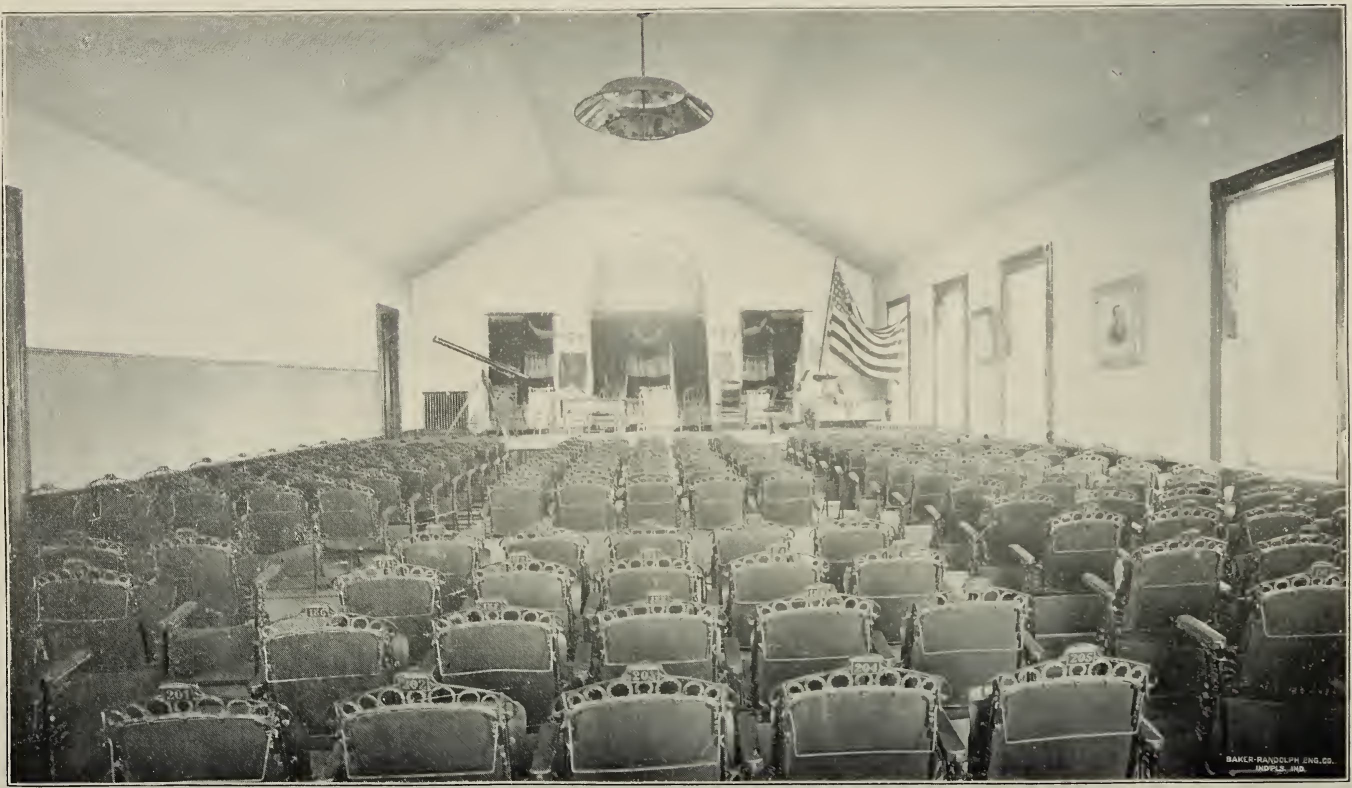
Beautiful forms of analysis, based upon the *equation*, are employed. The work is eminently practical, rigidly logical and thoroughly philosophical; its results are clear thinkers, accurate computators and philosophical arithmeticians.

ALGEBRA—The course of instruction embraces elementary and advanced classes. In the elementary classes a solid foundation is laid in the fundamental principles of the science, and the student is carefully prepared for every step. He is thoroughly drilled in all the fundamental operations, and taught to know the reasons for everything he does.

The advanced work embraces the higher forms of equations and all the applications of algebraic analysis to the higher mathematics. The work is rigid, thorough and practical; its results are logical thinkers, and thorough knowledge of the subject.

GEOMETRY—This work embraces plane, solid, spherical and analytical geometry. The course of instruction is eminently practical and it contains all the work given at the best colleges of the land. A special feature of the instruction is the original work.

The students are taught to make their own demonstrations and problems. Every member of the classes prepares a book of original demonstra-



BAKER-RANDOLPH ENG. CO. INDPLS. IND.

SECTION OF CHAPEL.

tions and solutions. The results of this instruction are clear and logical thinkers, and a thorough knowledge of the subjects.

TRIGONOMETRY—This subject embraces both plane and spherical trigonometry. The instruction is similar to that in geometry, and the results are similar.

DIFFERENTIAL AND INTEGRAL CALCULUS—This most profound and wonderful branch of the higher mathematics receives due attention. The latest and most practical form of analysis is employed and the subject is taught in a philosophical manner. The practical applications of its formulas to mechanics are carefully investigated.

SURVEYING AND ENGINEERING—This work embraces all the subjects required to be known by the county surveyor or the city or railroad engineer. The course is rigid and practical. The theory of the best text books is practically applied in the field. The student actually performs all the work usually required of surveyor or engineer.

Ancient Languages.

" A man who does not understand Latin is like one who walks through a beautiful region in a fog; his horizon is very close to him. He sees only the nearest things clearly, and a few steps away from him the outlines of everything become indistinct or wholly lost. But the horizon of the Latin scholar extends far and wide through the centuries of modern history, the middle ages and antiquity."—SCHOPENHAUER.

Does this not plainly tell us that the study of Latin is commendable, both for the intrinsic worth of its literature and especially for the mental discipline connected with the elaborate structure of the language? The same is true of the Greek language, but, perhaps, in a higher degree.

In the earlier part of the work assigned to the Latin student, special attention is given to the study of the declensions and conjugations, and by daily translations, both written and oral, there will be a systematic drill in the elementary forms and constructions, which will give the pupil readiness in using them.

In the later part of the work, he comes in direct contact with the leading lights of Roman civilization. He will be enabled to gratify his mind with the very language of the authors, to follow their thoughts step by step, and to appreciate their genius and their niceties, clearing, at the same time, the broad, general avenues of language, just traversed, but still rough and hampered, and that is through the study of grammar. Grammar, brought in at the proper time, will now serve to fill the gaps and bind the practical and theoretical firmly together.

Before attempting to take up the study of Greek, which is so highly inflected, and which therefore has unquestionably more variations and by far a more intricate syntax, it is well to have laid a broad and secure foundation. The best corner-stone for this work that can be secured is a one year's study, at least, of Latin, which will level the royal road to success. The character of the work, the way of proceeding, and the aim in view are similar to those of

Latin. Throughout the whole classical course due importance is given to the relation of these tongues to the English, such as will aid the student to a better understanding of his own vernacular.

Modern Languages.

"I would fain," said John Locke, "have any one show me that tongue that any one can learn to speak, as he should, by the rules of grammar."

What, then, is the first step to be taken in the study of German or French? Converse from the very beginning! But, how can any one speak a foreign tongue, if his vocabulary is nothing? We all know that there are languages more patent and more powerful than the English, German or French—the languages of gesture, of expression, of the eye, and finally, the whole person can be speaking. Is this not the way of nature? Do you wonder that we speak the German, speak the French at the very outset? Are you surprised that the foreign words are understood and the questions answered *in French* by the novice?

Gradually advancing from the known to the unknown and thus fixing upon the mind the sounds of the words, nay, complete sentences, the pupil, insensibly yet quickly, finds himself a master of a spoken tongue.

Up to this time the aim has been to give the minimum amount of grammar. When this amount has been mastered, it will only remain to examine those points which are difficult even for the native, as the generalization comes after the facts of observation. Can a foreigner learn German or French, or any other spoken tongue; can he do it by means of grammars and dictionaries? This is a revolution in teaching, but it is necessary. Listen to what Emerson says: "The castle which conservatism is set to defend is the actual state of things, good and bad. The project of innovation is the best possible state of things. Conservatism goes for comfort, reform for truth."

History.

History—How is history made? What are the proper methods of studying history? What studies are allied to history? Is there a philosophy in history? Which are the historic nations? Who have been the leaders in physical conflict? What of them as men? Which have been the decisive conflicts? To what results did these conflicts lead and why must we know of them? Who have been the leaders in thought? Who in the earlier nations? Who in modern nations? How have the sciences and arts developed? The leading nations—*why* have *they* come into power? Special study of English, French and German History. The manners, customs, industrial arts in ancient, mediæval and modern nations. Forms of government—how they have risen and what they signify.

While distinct *outlines* only of *ancient* history can be permitted in a brief time, it is thought best to trace clearly the origin of and leading facts connected with all the leading nations now existing.

The theory of the course is, that history is the record of the way in which man has come to be what he now is. What lessons do we learn from history?

United States History—We employ the biographical, the topical, the analytical, the synoptical and the comparative methods in teaching this branch. We shall consider our country in its colonization, its struggle for expansion, its struggle to secure union, its struggle for independence, its struggle for national government, the development of democracy and nationality, our development by distinct labor systems, sectional antagonism and the civil war, reconstruction, the commercial development, educational advances, *the leading facts.*

What is it that has already defined us as *par excellence* Americans? What lessons for practical use in citizenship should be learned? What are the essential features of our civil government?

Civil Government—This subject commands increasing interest, for our people are awaking to the fact that government is no mere sentiment or patriotic feeling, but that it touches every business transaction.

The highest honor awaits him who will offer the wisest solution in the perplexing problems of politics and society. The line of work in this branch will start from the base laid out in Fiske's Civil Government and will give a large practice in legal forms and will discuss the fundamental principles of equity.

The needs of those looking to positions in the civil service, and of those designing to enter the profession of law, as well as the requirements of the teacher, will be kept constantly in view.

The English Language.

English Grammar—The Elementary study may be suggested fairly by the following synopsis: 1. Language and Grammar. 2. Capitals, Punctuation, Proof Reading. 3. Copying and Dictation. 4. Reproduction. 5. Letter-Writing. 6. Narrative Writing. 7. Descriptive Writing. 8. Choice of Words. 9. Paraphrasing. 10. Kinds of Sentences. 11. Essential Elements. 12. Kinds of Words. 13. Sentence Building. 14. Analysis and Diagrams. 15. Nouns. 16. Pronouns. 17. Verbs. 18. Adjectives and Adverbs. 19. Prepositions, Conjunctions and Interjections. 20. Infinitives and Participles. 21. Phrases and Clauses. 22. Contraction. 23. Variable Uses of Words in Syntax and Prosody.

The masterly authority of William Dwight Whitney is made the guide for *advanced work* in analysis. Time is given to the direct solution of the difficult constructions of the language rather than to the defining of technical terms. An effort is made to leave no idiom or work of a perplexing nature without clear explanation. Work in the synthesis of elements is made a leading feature. Orthography and Prosody come in for clear and brief consideration.

We do not hesitate to compare good with bad usage. We hold grammar to be an important study, as laying the basis for logic and rhetoric, besides its necessity to every one who aims at all to speak the English language with correctness and good taste.

Rhetoric—This branch will be presented by suggestive outlines. From beginning to end the principles of rhetoric are condensed into brief rules such as can be carried in the memory. From compositions *to be rewritten*, problems to be worked out, by degrees the student reaches the originative. In every way the endeavor is made to develop the generic quality, a contriving, originating spirit, that which every person has in what interests him and which every speaker and writer must have before he can *bring anything to pass* by his effort. The relations of rhetoric to practical business and to the teacher's use are kept foremost in view.

Not to know composition and rhetoric may be, often is, to lose the best position for which the otherwise qualified man or woman may apply, toward which he may aspire.

The Course, Two Terms, may be extended to Four Terms if the student so desires; or he may pursue the subject by submitting weekly exercises throughout the whole time of either of the College Courses.

Literature—American and English Literature now call for the sharpest examinations for entrance to the leading universities. We are no longer ashamed of our own language. Few of our youth will ever learn much that is worth knowing save from our mother-tongue.

How important that students should learn early how and what to select? The method of study is that of critical analysis of the foremost authors, not restricting the student to any single class of literature, as the novel, or the drama; but rather, we expect that diversity in reading which is necessary to a broad culture in society, in the pulpit, in the forum, in the chair of the educator. Thus Motley's "Peter the Great" alternates with Herbert Spencer's "Education;" Emerson's "American Scholar" is well followed by Parton's "Heroes of the Revolution;" and entire selections from such authors as Lowell, Holland, Taylor, Hawthorne, Spencer, Swinburne, Draper, Morris, Reade, Keats, Scott, Johnson, Jonson, Milton, Shakespeare, Chaucer, will be carefully attended to in free, open class discussion, the aim being constantly to develop that highest of qualities in which feeling and intellect unite, the love of the sweetest and soundest fruit in our literature, wherein lives ever young the inspiring vigor and thought of the Anglo-Saxon mind.

Logic—This is the science of sciences. Its basis lies in common sense; its utility is limited only by the circle of human knowledge. The object of logic is to determine which and what is right and true in every question, proposition or circumstance.

In teaching this branch, reliance will be placed upon illustrations drawn by the masters rather than upon mere symbolism. The practical application

College Avenue.

of logic to deciding living issues, and in detecting fallacies of every kind, renders this certainly one of the most interesting studies. Limited debate will be held from time to time, but only for the ascertainment of truth and to form an orderly habit of mind. The student is assumed to study this branch to know when he is right himself rather than to vanquish others.

The Sciences.

The methods are eminently practical, being a combination of the text and laboratory methods, so as to avoid the evils of the extremes which often characterize these methods. The student is imbued from the first with enthusiasm in his work and with a love for patient and thorough research both of books and things. In each of the Natural Sciences, the student is expected to become an observer from the very first; to proceed in his investigation by scientific methods; to think for himself and to make his own inductions from the observation of experiments and things and to keep a record of his observations and analysis.

In each of the Natural Sciences, in addition to the text, the student uses a laboratory manual of carefully chosen courses of dissections and experiments which not only illustrate the general principle of respective science, but give him a foretaste of the pleasure of original research.

Physics—As far as is practicable, the principles and laws are developed from class and individual experiments by the pupil, and as far as possible the measurements are quantitative. Some of the subjects investigated are: (1) Motion—in general, of particles, rotation, strain, oscillation. (2) Dynamics—kinetics, statics. (3) Work and Energy—work and its measurement, its transformation. (4) Attraction and Potential—universal attraction, potential. (5) Properties of Matter. (6) Energy of Mass Vibration. (7) Sound—nature, sound propagation, relation of sound to music, speaking and hearing. (8) Molecular Kinetics. (9) Energy. (10) Heat—nature, measurement, transference, transformation, sources, effects. (11) Radiant Energy—nature of radiation, sources, propagation. (12) Optical Instruments. (13) Electrostatics—electrofication, electrical potential, electrostatic induction, electrostatic instruments, electrostatic phenomena. (14) Magnetism—magnetization, magnetic potential, magnetization of the earth. (15) Electrokinetics—transference, transformation, electric instruments and machines.

Advanced Physics—The work in this department is largely experimental, especial attention being given to precision in quantitative measurements. The following is a brief outline of the work:

(1) The Province of Physics—matter and energy. (2) Mass—physics, kinetics, dynamics, work and energy, attraction and potential, properties of matter, energy of mass vibration, sound. (3) Molecular Physics—molecular kinetic energy, heat. (4) Physics of the Æther—energy of æther vibration, radiant energy, energy of æther, stress electrostatics, energy of æther vortices, magnetism, energy of ætherflow, electrokinetics, electromagnetic character of radiation.

To satisfactorily pursue this work the student must be well prepared in mathematics, including trigonometry and calculus.

CHEMISTRY—The study from the text and experiments is supplemented by lectures. The principles, as far as possible, are developed from experiments.

ELEMENTARY WORK—*Inorganic Chemistry*—(1) The Elements, Symbols, Atomic Weights, Chemism, Atomic Weight, Valency. (2) The Chemical Formulæ and Equation. (3) The Non-Metals, Preparation, Properties, Compound and Tests. (4) Binary Compounds. (5) Bases, Acids, Salts, Identification and Analysis of Salts. (6) Chemical Calculations. (7) Metals—Ores, Reduction, Properties, Alloys, Compounds, Use and Tests. (8) Elementary qualitative analysis. (9) Daily practice in experiments and exercises as prescribed in laboratory manuals.

Organic Chemistry—This work is taken up after a thorough training in inorganic chemistry, and is given by lecture and class recitation. The more important topics considered are: (1) The Sources, Purification, Analysis, Formulæ and Classification of Carbon Compounds. (2) Homologous Series. (3) Derivatives, halogens, oxygen, sulphur, nitrogen, phosphorous, arsenic, etc. (4) Hydrocarbons of Marsh-gas series. (5) Higher oxygen derivatives. (6) Mixed compounds. (7) Carbohydrates. (8) Mixed compounds containing nitrogen. (9) Unsaturated compounds. (10) Benzine series—derivatives. (11) Glucosides and alkaloids. The work is fully illustrated by experiments.

ADVANCED CHEMISTRY—*Qualitative Analysis*—This work is taken up after a thorough training in Organic and Inorganic Chemistry and elementary work in Qualitative Analysis. The course includes a careful study and practice in the various operations of Qualitative Analysis.

Reagents—their preparation, tests and uses; (a) reagents in the wet way, (b) reagents in the dry way. Reactions—(a) of the metallic oxides and their radicals, (b) of the acids and their radicals, (1) inorganic acids, (2) organic acids. Course of analysis—(1) preliminary examination, (2) solution of bodies, (3) actual analysis. Special analysis—(1) Cyanides, ferrocyanides, (2) analysis of silicates, (3) analysis of natural waters, (4) analysis of soils, (5) detection of inorganic substance in presence of organic, (6) medical analysis, (a) reagents for alkaloids, (b) reactions of individual alkaloids, (1) volatile alkaloids, (2) non-volatile alkaloids.

Quantitative Analysis—This work is continuous with that of qualitative analysis. Great precision and accuracy is required in every process and analysis. The work embraces (A) Operations, (1) Determination of Quantity, (1) Weighing, (a) The Balance, Accuracy, Sensibility, Testing, Zero Point, Weighing by Vibration, (b) the Weights, (c) the Process of Weighing. (2) Measuring, (a) Gases, (b) Fluid, Various Apparatus, Calebration. (3) Preliminary Operations, Preparation of Substance for the Process of Quantitative Analysis, (4) General Procedure in Quantitative Analysis. (B) Reagents—(1) For Gravimetric Analysis in the Wet Way, (2) Gravimetric in the Dry Way, (3) Reagents for Volumetric Analysis, (4) Reagents for Organic Analysis. (C) The Analysis—(1) Determination of Bases, (2) Acids. (D) Separation of Bodies—(1) Separation of Bases, (2) Separation of Acids. (E) Ultimate Analysis of Organic Bodies. (F) Calculation of Analysis—(1) Constituent Sought from the Compound Produced, Results Given in Per Cent. (2) Deduction of Empirical Formula, (3) Deduction of Rational Formula, (4) Density of Vapors. (G) Special Analysis—(1) Fresh Water, (2) Acidimetry, (3) Alkalimetry, (4) Chlorimetry, (5) of Common Salt, (6) Assays of Ores, (7) Analysis of Iron and Steel.

Mineralogy—The course embraces work in Theoretical and Practical Mineralogy, and extensive work in Identification of Mineral Species.

The work includes, (a) Physical Mineralogy—Crystallography, (1) Descriptive Crystallography, (2) Mathecal Crystalography. Physical Characteristics of Minerals. (b) Chemical Mineralogy, (1) Chemical Constitution of Minerals, (2) Demorphism and Isomorphism, (3) Chemical Examination of Minerals—in the wet way; in the dry way. (c) Descriptive Mineralogy, (1) Classification of Mineral Species, (2) Description of Mineral Species.

Geology—The work embraces, (a) Field Studies, (1) Surface Materials, (2) Springs and Wells, (3) Drift, (4)Examination of Rocks and Minerals, (5) Sedimentation, (6) Erosions, (7) Strata and What They Teach, (8) Mountain Phenomena and Formation, (9) Volcanic Phenomena, (10) Study of Important Fossils. (b) Systematic Studies, (1) Lithological Geology, (Petrography), Mineralogy, Kinds of Rocks, (2) Structural Geology (Geognosy), (3) Dynamical Geology, (4) Historical Geology—most important types of plants and animals and the formation they characterize, (5) Formative Geology.

The course in the advanced work is similar in plan but more extensive in treatment, greater attention being given to Dynamical Geology, Paleontology and Strata Identification and Geological Mapping.

Astronomy—In this course the students are taught to make astronomical observations, to use astronomical instruments, to make astronomical calculations, to interpret planetary motions and of star mapping.

The student has daily practice in observation, and from this observation much of the work is developed. The subjects considered are, (1) Astronomy, History and Divisions, (2) Astronomical Instruments, (3) Astronomical Observations, (4) Problems of Practical Astronomy, (5) Solar System, (a) The Sun, (b) Inferior Planets, (c) Superior Planets, (d) Comets and Meteors, (6) Siderial System, (a) Constellations, (b) Double Stars.

The advance course is similar in plan, but a more exhaustive treatment is given to astronomical calculation and the observation.

Botany—Organs of the Plant, their Structure and Morphology—Cell—Structure Work and Modifications. Tissues—Parenchyma, Pleurenchyma, Cienchyma. Types of Structure—Exogens, Endogens, Acrogens and Thallogens. Cell Function. Reproduction. Fertilization. Ripening of Fruit. Germination. Absorption. Circulation. Metabolism. System of Classification—(1) Artificial—Basis, Divisions. (2) Natural—Basis, Divisions. Plant Identification. Plant Analysis. How to Collect and Preserve Plants.

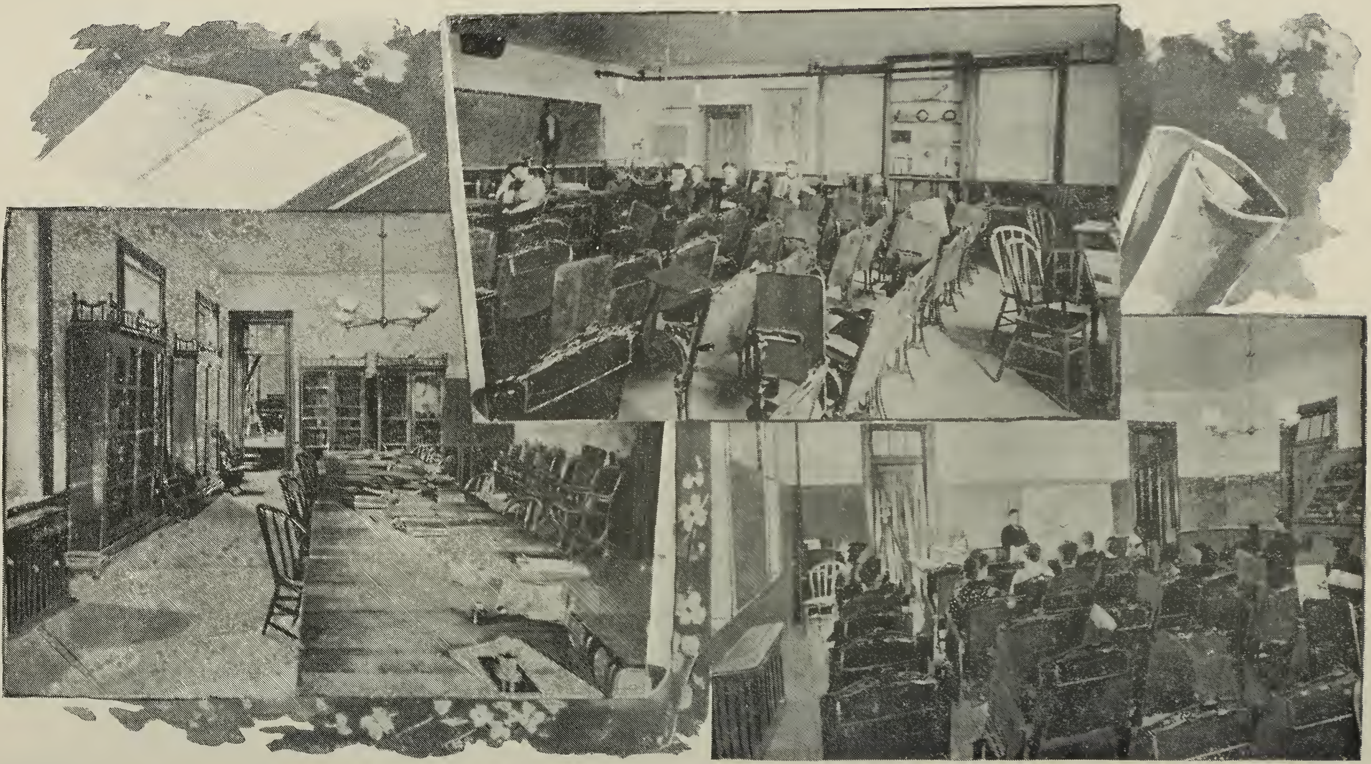
Advanced Botany—This work is a continuation of the work in the general course, but is much more exhaustive in its treatment of the various subjects. The work is largely developed from laboratory work in the study of typical specimens, and extensive work is given in Microscopy, Plant Analysis and Plant Physiology. The more important topics considered are: Physiological and Structural Botany—The Vegetable Cell in general, its Structure, Composition and Principal Constituents; Cells in their Modifications and Kinds of Tissues they compose; Minute Structure of the Root, Stem and Leaf of Phenogamous Plants; Histology and Development of Flowers, Fruit and Seed; Histology and Development of Cryptogams; Physiological Classification of Tissues, Protoplasm and its Relations to its Surroundings; Diffusion and Absorption of Liquids; Soils; Ash Constituents and Water Culture; Transfer of Water through the Plant; Assimilation; Changes of Organic Matter in the Plant; Vegetable Growth; Movement, Reproduction, the Seed and its Germination.

Systematic Botany—The Study of the Classification and Morphology of (a) Thallophytes, (1) Myxomycetes, (2) Diatomaceæ, (3) Schizophyta, (4) Algæ, (5) Fungi. (b) Muscineæ, (1) Hepaticæ, (2) Musci. (c) Vascular Cryptogams, (1) Filicineæ, (2) Equisetineæ, (3) Sphenophylleæ, (4) Lycópodineæ. (d) Seed Plants, (1) Gymnosphermæ, (2) Angiospermæ.

Zoology—From the careful dissection and examination of representative forms, the pupils are to deduce principles of animal structures and relations. The work of dissection is supplemented by the careful study of our own fauna and the identification of as many forms as is consistent with the opportunity of the student.

Attention is also given to the consideration of the foreign fauna as presented in the best texts, so as to secure a comprehensive view of the variety and magnitude of animal forms. Attention is given to the preservation and mounting of specimens, as well as instruction in methods of making collections. Systematic Zoology receives careful attention. In the advanced courses is considered: (a) Organized and Unorganized Substances. (b) Animals and Plants. (c) Organization and Development of Animals in general. (d) Meaning of the System—(1) Theory of Descent as based on Natural Selection, (2) Evidences in Favor of the Theory of Descent. (e) Systematic and Descriptive Zoology—(1) The Consideration of the Various Divisions, Series, Classes, Orders, Families, Genera and Species, and how they are respectively characterized, (2) The Study of Representative Forms. Extensive practice is given Identification and Classification of Animals. Comparative Anatomy and Embryology receive especial attention.

Anatomy and Physiology—In these branches there are three grades of work. (a) Elementary or review course of one term's work in which are considered the first principles of the science as required for first grade certificates. (b) Intermediate, as required for State work or for teachers of high schools, in which, in the study of gross anatomy, the pupil makes dissections of various animals, makes a careful study of the skeletons, of the dissecting



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manikin, models and charts. He is expected to study and to make drawings of one hundred and twenty mounted slides of representative tissues and structures; also to examine numerous temporary mounts from teased specimens. Numerous experiments are performed to illustrate the vital activities of the body. Due attention is given to the subject of stimulants and narcotics. (c) Advanced or preparatory medical—in which the work is taken up as presented by Gray's Anatomy and Foster's Physiology, supplemented by a systematic course of dissection, histology, microscopy and experimental physiology. This course requires from one to two years.

Microscopy—Although a comparatively new science and art, yet it has reached a wonderful degree of perfection and a wide field of usefulness and importance. The demand for skilled microscopists is constantly increasing, and lucrative positions are open for those skilled in this art. Few schools in the West offer the advantages that are given by Austin College in this work. The department is under the direction of an expert microscopist. The work done by the student of this department is equal to that done in the best schools of this country or Europe.

The course embraces the following: Killing, Fixing, Fixing Agents, Hardening Agents, ·Staining, Metallic Stains. Impregnation Method. Combination Methods—(1) Paraffin and Other Fusion Masses, (2) Collodion and Embedding Methods, Serial Section Mounting, Clearing Agents. Injection—(1) Gelatine Masses, (2) Other Masses. Masceration and Bleaching. Special Methods—(1) Embryological, (2) Cytological, (3) Tegumentary Organs, (4) Muscles and Tendons, (5) Retina, Inner Ear and Nerves, (6) Central Nervous System, (7) Zoological Methods, (8) Botanical Histology.

The extent to which this work is pursued is left to the student as his needs may demand for any particular work. In Botany, Zoology, Physiology and Pharmacy, the work is modified to develop the subject as illustrating the work in the respective studies. The expense of special work in this department is less than half the cost of the same at many institutions, and in no other school can such advantages be secured at so low a rate.

Geography—This work embraces Descriptive and Physical Geography. The importance of these branches in the work of the Common School teacher is duly recognized, and they have a prominent place in the instruction at this institution. The work is philosophical, leading the students to habits of careful observation and logical thinking, and to the right estimation of the relation between the physical features and phenomena of the earth and the history of its peoples and the commercial relations of the nations.

Pharmacy—This course has been established to meet the demand for a thorough and practical education in the science and art of Pharmacy at a cost within the reach of the masses. The expenses have been reduced to the minimum consistent with thorough instruction and necessary facilities for illustration and practical work.

The work is pre-eminently practical, and prominence is given to laboratory work. In the various departments of the work there is required for graduation from the two years course seven hundred and twenty hours of laboratory work.

Course of Work—*Pharmacy.* (1) Introduction—theoretical and practical pharmacy, pharmacopœias and dispensatories, nomenclatures, dispensatories. (2) Metrology—weights, measures and specific gravities. (3) Pharmaceutical Operations. (4) Officnial Pharmacy—meaning of term. (5) Officinal Preparations—names, preparation, identification, use and dose. (6) Inorganic Substances—source, characteristics, tests, compounds, use, dose. (7) Organic Substances—source, properties, compounds, tests, use, dose. (8) Pharmaceutical Testing. (9) Dispensing. (10) Prescriptions—art of dispensing and compounding. (11) Extemporaneous liquid preparations, solutions, mixtures and emulsions, incompatibility. (12) Solid extemporaneous preparations, powders, cachets, troches, pills and suppositories. (13) Formulary of unofficinal preparations. Extensive practice is given in collecting, preserving, making, testing, purification, identification of drugs, also in compounding and dispensing and in prescription writing and reading, both in Latin and English.

Chemistry—The work in this is the same as given in the general and advanced courses, with the exception that the work has a special reference to pharmaceutical substance and preparation.

Materia Medica and Therapeutics—This subject is presented both by lectures and texts. The course is very thorough and practical. The subjects considered: (1) Introduction—materia medica, therapeutics, pharmacodynamics, pharmacology, pharmacy, the pharmacopœias, names, nature and sources of drugs, method for obtaining drugs, character, impurities and how detected, composition, preparations, weights and measures, prescribing, modes of administration of drugs, the dose, prescription. (2) Inorganic materia medica. (3) Organic materia medica. (4) General therapeutics—the foundation of rational treatment—diseases, remedies, treatment.

The student has free access to a large and carefully arranged cabinet of all officinal and most of the unofficinal substances and preparations.

Toxicology—This subject receives special attention. Careful study is made of poisons, their names, effects, symptoms, appropriate antidotes and their detection.

Pedagogical Work.

History of Education—Full and complete course in the teachers' training classes.

Educational Psychology—Full course, embracing scientific study of the mental faculties, laws of thinking, experimental work, laws of mental growth, methods of mind development. The instruction is characterized by thoroughness, practical methods and by careful investigation.

Pedagogy—Practically, this subject demands a clear knowledge of the entire nature of a human being. Physiology, psychology and sociology are its hand-maidens. The teacher must know *what to* teach, must know what he teaches, must know *how* to teach, how *to govern* with *least force*, how to interest and inspire; and he must know how to secure successful results both for his pupils and for himself personally.

The following is a condensed outline of topics, the discussion of which with others of like suggestiveness will light the way.

1. Leading Facts of the Mind. 2. Habits—What of Them? 3. Motives—To What May We Appeal? 4. Discipline—How Effected. 5. Interest—How Enlisted. 6. Organization—What and How? 7. Working Programs. 8. Classification and Gradation. 9. Preparation and Management. 10. Fundamental Number Work. 11. Analytical Arithmetic. 12. Primary Reading. 13. Analytical Reading. 14. Elementary Composition. 15. History, as Related to Geography. 16. Penmanship and Drawing. 17. Health and Morals. 18. Psychological Basis of Method. 19. Recitations and Tests. 20. The Teacher as Leader in Civilization.

Department of Music.

Piano and Organ.

"To look upon music as a mere amusement can not be justified. Music which has no other aim can neither be considered of value nor viewed with reverence."—PLATO.

"They who think music ranks among the trifles of existence are in gross error. From the beginning of the world down to the present time, it has been one of the most forcible instruments both for training, for arousing and for governing the mind and the spirit of man."—W. E. GLADSTONE.

"New forms may fold the speech, new lands
Arise within these ocean portals,
But Music waves eternal wands—
Enchantress of the souls of mortals!"
—E. C. STEDMAN.

The methods employed in this department aim at an enduring technique, an intelligent conception, and an expressive interpretation—thus cultivating side by side, the technical, the scientific, and that which is the *soul* of music, the *ideal*.

At regular intervals recitals are given, at which pupils have opportunities for public performance. These recitals are of inestimable value as an incentive to study, and afford a means whereby diffident performers in time acquire ease and confidence.

Course of Study for Piano.

ELEMENTARY GRADE—Etudes of Loeschhorn, Bertini, Gurlitt, Heller, Matthews' Studies in Phrasing—Easy compositions of Clementi, Kullak, Hadyn, Dussek, Steibelt, Schumann, etc.

Intermediate Grade—Etudes of Heller, Jensen, Clementi, Cramer—Sonatas of Hadyn, Mozart, Beethoven. Compositions of Schumann, Field, Hummel, Schubert, Bach's Inventions—Mendelssohn's "Songs Without Words."

Advanced Grade—Clementi's Gradus, Bach's Well-Tempered Clavichord, Chopin, Schumann, Henselt, Weber, Liszt, Sonatas of Beethoven.

Course for Voice.

Chorus Class—Rudimentary Drill—Study of some classical selection for concert work—Hadyn, Handel, Mendelssohn, etc.

Solo Class—Development of pure tone—flexibility, interpretation. Federlein, Concone, etc.

Harmony.

Richter's Manual.

Musical Literature.

Hunt, McFarren, Mathew's "History of Music."

Terms of Tuition for a Term of Ten Weeks.

Private lessons, piano or voice, two lessons per week of forty minutes each.............................. ....$10 00

Tuition is *payable in advance.*

Lessons omitted in consequence of the absence of pupils, except by previous arrangement, or in cases of protracted illness, *will not be made good.*

For further information, address Miss Iola M. Gilbert, Director.

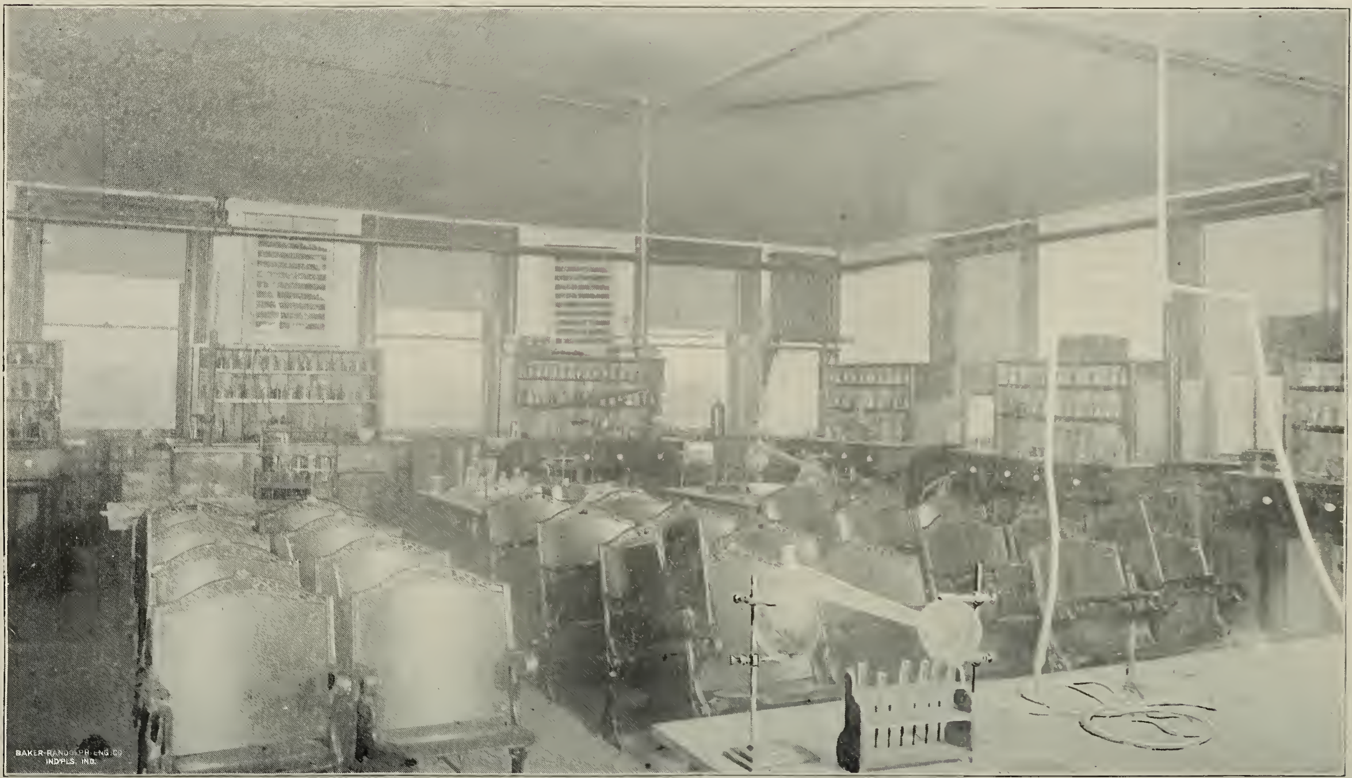
Violin and Guitar.

The College has employed one of the most accomplished and successful teachers in the West for this department. Miss Rosa Adelaide Marquis has had seven years of experience as teacher of the violin in one of the great universities of the country, and she has received the encomiums of the press in all parts of the country, upon her perfect playing. She stands in the front rank of violin soloists of to-day. Read the following press notices selected from hundreds equally as complimentary:

"Miss Marquis has a fine reputation as a violiniste, and has been very successful as an instructor."—*Indianapolis Journal.*

"Of all the instrumental solos, that on the violin by Miss Rosa Adelaide Marquis was not surpassed in appreciation. She played with remarkable execution, which took with the audience. In response to an encore she played 'Annie Laurie.' "—*The Post, Washington, D. C.*

"The closing number was a beautifully executed violin solo by Miss Rosa A. Marquis."—*The Evening Star, Washington, D. C.*



Section of Chemical Laboratory.

"Miss Rosa Marquis is the instructor in violin playing at DePauw University. Her reputation as a performer is known all over the Central States, and as a teacher, although only a young artist, she has achieved splendid results."—*The Peru Republican.*

Course of Instruction.

ELEMENTARY COURSE—Wichtl's Young Violinist, Kayser's Exercises, books 1 and 2. Easy pieces and duets by Weiss, Harris and Pleyel.

INTERMEDIATE COURSE—DeBeriot's Method, books 2 and 3. Schradiek's Technical Exercises. Compositions by Dancla, De Beriot, Hauser and Rode.

ADVANCED COURSE—Kreutzer etudes, concert studies by Viotti. Fiorillo etudes, concert studies by Rode and Kreutzer, Rode Caprices, compositions by David, Vieuxtemps, Wieniawski, Leonard and other masters.

Tuition.

Tuition for term of ten weeks, private lessons, two per week, thirty minutes each	$10 00

Testimonials.

Miss Rosa A. Marquis has been connected with the School of Music, DePauw University, for several years, as head of the Department of Strings and Concert Mistress of the DePauw Symphony Orchestra. She has filled the positions with ability and evident enthusiasm. We do not hesitate to recommend Miss Marquis for solo work, ensemble and orchestra, and in whatever field she may enter we wish her success.

JAMES H. HOWE,
Dean of the School of Music, DePauw University.

Miss Marquis is a thorough musician, and her playing is marked by a refinement that denotes the artist.—*Indianapolis News.*

Miss Rosa Marquis, of Greencastle, the instructress on the violin at the University, next appeared. Her playing was exquisite, and her perfect command of the instrument won for her a hearty encore, which was graciously responded to.—*Lafayette Evening Call.*

Miss Marquis, of DePauw University, executed some of the sweetest violin music that ever greeted our ears. She is a special favorite of the Westfield people, who admire her superior skill and graceful appearance on the stage.—*Clark County Democrat, Ill.*

It is seldom that an audience, in any city, has an opportunity of hearing such an artist as is Miss Rosa A. Marquis, of Greencastle, Ind. Miss Marquis has won a national reputation as a violiniste. This is her second appearance in Vincennes, and at each time she has proven herself master of the instrument.

Her touch and execution were simply perfect, and won her a place in the hearts of the Vincennes people that time can not efface.—*Daily Commercial, Vincennes.*

For other information address Miss Rosa Adelaide Marquis, Director, or the President, Effingham, Ill.

Short-hand and Type-writing Department.

Do you wish to prepare to make a good living? Study short-hand and type-writing at Austin College.

Because its short-hand and type-writing department is one of the most complete in the State.

Because the system taught is the best in use.

Because every graduate of its course has obtained a paying position.

Because the demand for competent stenographers is always in excess of the supply.

Because the cost of a complete course of instruction is only one-half as great as at other first-class institutions.

Because the work is in charge of an expert stenographer and type-writer, one thoroughly acquainted with all forms of business, a teacher of wide and varied experience.

General Information.

Competent stenographers are in greater demand to-day and at better salaries than ever before. We can always promise thoroughly qualified persons a paying position.

A thorough knowledge of our short-hand course embraces an accurate training in spelling, punctuation, capitalization, business forms, laws of correspondence, stenography and type-writing. The reason that the graduates of Austin College Short-hand School are uniformly successful and hold their positions against all opposition is found in the careful and thorough training they have received in every subject of the course.

The time required to complete this work varies with the preparation, knowledge and natural ability of the learner. Some finish the entire course in a satisfactory manner in twenty weeks, others labor a longer time. When the student attains a speed of one hundred words per minute in short-hand from dictation, and thirty words per minute on type-writer from notes, he is graduated with diploma. Those who wish to prepare for reporting or for court practice take a special course in addition. Only those qualified to hold a good position receive the indorsement of the college.

Students can enter this department at any time. The instruction is individual. By this plan every one can make as rapid progress as he desires.

The American System of Short-hand.

"To supply the increasing demand for stenographers, schools of short-hand and type-writing have been established in various parts of the country, and, with few exceptions, all business colleges now have a 'department of short-hand.' A number of systems are taught, but that of Benn Pitman is more generally used than any other in this country, and may be called the 'American system.'"—*Extract from the Report of the Commissioner of Education, Washington, D. C., for the year* 1887–88.

The Benn Pitman Improved System is used in the instruction at Austin College. It possesses the highest qualities for legibility and rapidity, and it is the most easily acquired.

Contrast the cost of a course of instruction at Austin College with the cost of a similar course at schools of short-hand in the cities.

AT AUSTIN COLLEGE—

Board at $2.50 to $3.00 per week for twenty weeks	$50 00 to $60 00
Tuition for twenty weeks	24 00
Incidentals	10 00
	$84 00 to $94 00

AT ST. LOUIS OR CHICAGO—

Board at $5.00 per week for twenty weeks	$100 00
Tuition for twenty weeks	60 00
Incidentals	10 00
	$170 00

Type-writing Machines Used.

The tuition of twelve dollars per term of ten weeks includes the use of a type-writer for practice. The department thus furnishes without extra charge Remington, Smith Premier, Caligraph and Yost Machines. The student is prepared for work upon any of the leading machines.

Positions for Graduates.

The College does not guarantee positions for its graduates, but every effort is made to assist those who desire work. Every graduate so far has obtained a good position; many of them are receiving salaries ranging from seven hundred to one thousand dollars per annum. There is an excellent opening for any industrious young man or woman in this line of work.

Business Department.

Course of Study.

The course of instruction embraces a thorough and practical training in Business Methods, Book-keeping of every kind, Commercial Arithmetic, Commercial Law, Penmanship, Commercial Papers, German, English Grammar, and Composition. The time required varies from two to three terms.

Compare these Figures.

Cost of Course of Five Months at a Business College.

(Copied from one of their Catalogues).

Tuition	$60 00
Board (average) $5.00 per week	100 00
	$160 00

Cost of Course of Five Months at Austin College.

Tuition	$16 00
Board, at $2.50 per week	50 00
	$66 00

Success of Graduates.

Graduates of Austin College Commercial College are holding first-class positions in Chicago, St. Louis and in other cities at salaries varying from $75.00 to $100.00 per month.

Now is the time to prepare for business. When the commercial activity of the country is restored, there will be an unprecedented demand for bookkeepers, and those who are ready will have no difficulty in securing paying positions.

Advantages Offered.

Opportunities to pursue additional branches from an extended college curriculum without extra charge.

Unsurpassed equipment for Actual Business operations.

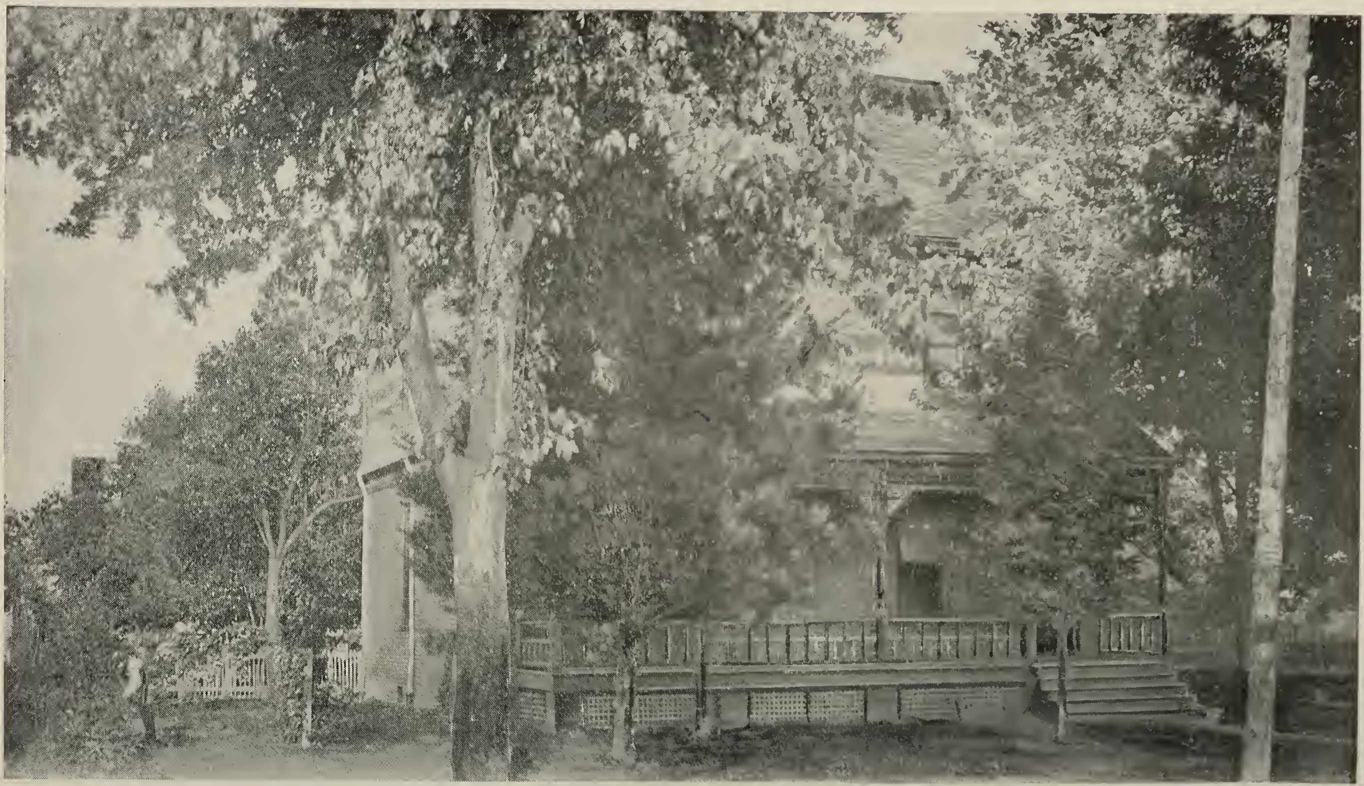
Course in German without extra charge.

Expense less than one-half that of other Business Colleges.

Actual Business.

The principles and practice of business are taught in a most exciting manner by actual business transactions. In this work the student occupies the position of general merchant, wholesale merchant, commission merchant, broker, and finally that of banker.

He buys and sells, ships goods and receives consignments, discounts notes and sells drafts, and in every position performs all the work in a practical manner. His work is a reality and his books mean something to him. This department is furnished with currency and all the appliances of real business life.



Residence of Dr. J. B. Walker.

Facilities for Instruction.

The apparatus, offices and business currency are all of the most approved character. The Institution combines the individual and class methods, thus securing the best possible results.

Class enthusiasm supplements the careful work of the desk or office.

Preparatory Course.

The object of this course is thorough preparation in the Common Branches for successful work in the regular courses. Many persons who complete the Common or High School Course desire an advanced training in the branches over which they have passed. They need a more comprehensive knowledge of those subjects, a more searching method of studying. To meet these demands this course is sustained. It also enables graduates of the common schools to enter upon a regular line of work, and all other persons who have had limited opportunities in educational training to begin a college course. All persons who are able to do the work of the last year of the Common School Course will be admitted to this department. The instruction is exceedingly thorough and practical, and is conducted by the most approved methods. Every step is logically based upon the preceding, and the entire course is made an organic whole. All the classes are conducted by professional teachers of the widest experience and most liberal culture. The students have the advantage of a full line of apparatus, a complete library and every other facility a first-class college can possess.

Art Department.

The course of study of this department embraces Drawing, Water Color Painting, Oil Painting, China Painting and Pastel Work. The instruction is thorough and artistic, and it is conducted by one of the most accomplished teachers in this country. Opportunities for a full course in any or all of these departments are offered the student.

Courses of Study.

DRAWING—1. Outlines of Geometrical Solids and Still-life Objects. 2. Shaded Studies of Still-life Studies. 3. Detached Features of the Face, Hands and Feet (from Casts). 4. Crayon Portraits.

WATER COLOR—1. Flat Washes. 2. Still-life Objects. 3. Flowers. 4. Fruit. 5. Figures. 6. Complex Compositions.

OIL PAINTING—1. Exercises from Still-life. 2. Flowers and Landscapes. 3. Head. 4. Half-length Figures. 5. Portraits. 6. Complex Compositions.

CHINA PAINTING—Practice in Applying Tints. 2. Treatment of the Lacroix, Gouashe and Relief Enamel Colors. 3. The Artistic Application of Design to the Ceramic Form.

The above outline represents the elementary instruction, but each subject is extended to embrace all the work desired by the finished artist.

Instructor.

Miss Ida J. Campbell is a well-known teacher and artist. Her work has been recognized by several first prizes from Cooper Union, New York. She has also received honors without number. There is to-day no superior teacher of painting in this State, and Austin College takes pleasure in announcing its unsurpassed facilities in Art Teaching.

Tuition.

The terms for class or private lessons are exceedingly reasonable. For the same instruction and facilities offered by the city schools, the charges here are less than one-half. For terms, etc., address the President of the College, or Miss Ida J. Campbell, Effingham, Ill.

Laboratories and Apparatus.

Knowledge gained through the several senses is more forcibly impressed upon the mind than that gained by reading. For this reason all good schools employ a variety of apparatus. Austin College stands pre-eminent in this line. Some of the more important lines of apparatus are indicated in the following outline:

A Completely Equipped Chemical Laboratory—It is supplied with laboratory desks of the most approved form, with all kinds of apparatus for qualitative and quantitative analysis, and with gas, reagents and every convenience. Every arrangement is perfect in detail and adapted to give most accurate results.

A Physical Laboratory Unsurpassed for Practical Work—It is supplied with an extensive line of the latest and best apparatus. All the experiments given in the best text-books can be performed. Among hundreds of valuable forms of apparatus we may mention an Atwood Machine, a fine spectroscope, a large double-plate electrical machine, air-pump, galvanic batteries, etc., etc.

A Biological Laboratory—It is furnished with compound microscopes of the best American and German make, having all the necessary accessories for accurate and delicate work; with a Minot's new Microtome, imported from Europe; with simple microscopes and microtomes for preparing microscopic slides of plant sections; with apparatus for dissection of animal tissues; with apparatus for preparing and preserving specimens; with facilities for bacteriological investigation; with a full line of reagents and a large collection of microscopic slides, embracing histological specimens, diatoms and microscopic animals; with skeletons, charts and models for the work in Anatomy.

A Geological Cabinet—All the geological horizons are fully represented by characteristic specimens, and the minerals and metals constitute an elaborate collection.

Apparatus of Other Departments—Among the many valuable acquisitions may be mentioned a powerful telescope imported from Paris; a full set of surveying and engineering instruments; Remington, Caligraph, Yost and Smith Premier type-writers; a complete line of maps, globes, tellurians, etc., etc.; a Chickering grand piano; every facility for actual business. The list might be extended indefinitely.

Library.

"Consider what you have in the smallest chosen library. A company of the wisest and wittiest men that could be picked out of all civil countries in a thousand years have set in best order the results of their learning and wisdom."—EMERSON.

One of the most valuable acquisitions that any institution can possess is a carefully-selected library. Many great collections of books are almost useless for the purposes of students except for original investigation. Such libraries can be used to advantage only by scholars, not by learners. The wants of the great majority of students have been consulted in making Austin College Library. It is pre-eminently a practical, working library. Every book has been selected for special lines of work, and it is confidently believed that the two thousand volumes will afford more benefit than several times as many in larger libraries. New collections will be added from time to time, and at all times the wants of the students will be consulted.

The Library now consists of two thousand volumes, embracing representative works in Science, History, Literature, Pedagogy, Art, Biography. All the leading authors in America and England are fully represented, also many foreign writers by good translations or in the original languages. Besides the carefully-arranged collection mentioned above, the leading encyclopedias, the Brittannica, the American, Johnson's, etc., form a valuable case.

The library-room is delightfully located on the third floor, well lighted, furnished with comfortable chairs and tables, and is a cozy retreat for those who desire to consult the books. It is open to students upon every day of the week except Sunday, and offers a pleasant place for profitable work.

Character of the Institution.

Austin College was founded to meet the needs of a great class of men and women who desire a practical education. The courses of study are so arranged as to give the greatest possible mental development with a practical training for immediate usefulness in life. The object of the promoters of the enterprise is to offer to all the people, rich and poor alike, an opportunity to prepare to take upon themselves in an intelligent manner the duties of American citizens. The Institution is essentially the People's College. It is non-sectarian. Thus its doors are open to students of every phase of religious belief. Though controlled by no religious body its entire management is based upon the broad principles of Christianity, and all its teaching is directed toward the highest character of morality and right living. Students of any church relationship will be made better and stronger adherents of their particular beliefs by the instruction received here.

Literary Societies.

The Platonian and Philomathean Literary Societies are flourishing organizations. They constitute a very important factor in the college work. The training received in college societies is generally recognized as ranking with any other line of instruction. Austin College, as in other departments, occupies the highest plane of literary work. The two societies have given weekly entertainments of a high order of merit since their organization, and they have drawn into their ranks the majority of the students in attendance. The Platonian Society is the oldest organization, dating from the first term of the history of the college; the Philomathean Society was founded at the opening of the second year, and it was immediately incorporated, and chartered by the State.

We are warranted in saying that Austin College has no superior in literary societies, and that all persons who desire practice and training in oratory can be accommodated in the most satisfactory manner.

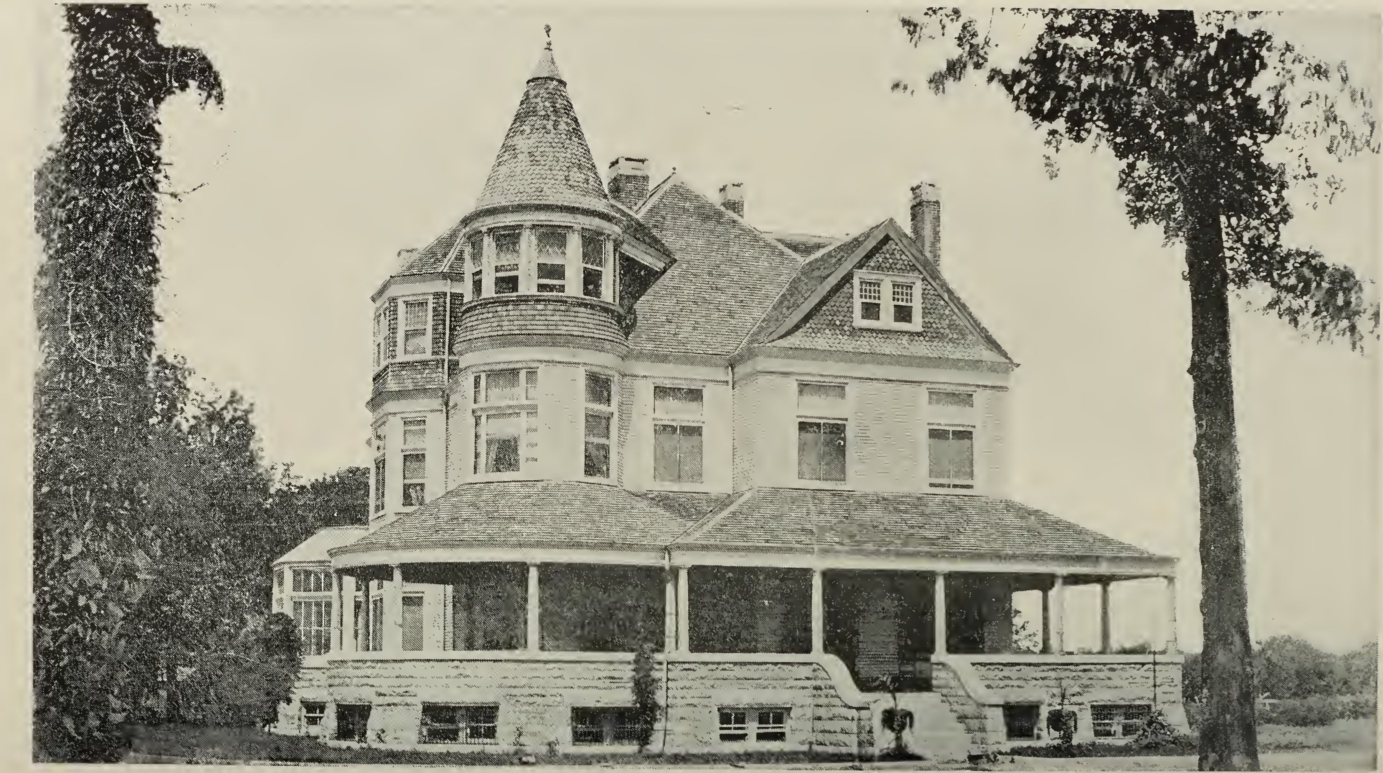
Students' Sunday Morning Prayer Meeting.

This is an entirely voluntary organization, and it is sustained by the students. It is also purely non-sectarian and it is conducted in a manner to advance the moral and spiritual welfare of persons belonging to any Christian denomination. Great good has already been accomplished by this means of moral culture, and the field of its influence is rapidly widening. The members of the faculty encourage the movement by their presence, but the exercises are in the hands of the students.

The various churches of the city look after the spiritual interests of the students of their fellowship, and cordially invite those of no relationship to attend all their services. It can truly be said that the moral atmosphere of Austin College is of the highest grade.

Regulations and Requirements.

1. Every person is considered a lady or gentleman until his or her conduct proves the contrary.
2. Students are urged to undertake some one of the regular courses, but those who desire it may elect any studies.
3. Regular attendance upon recitations and general exercises is required of all.
4. Gentlemanly and ladylike conduct is insisted upon at all times, but students are placed upon their own responsibility.
5. Tuition for one term is due upon entering at the beginning of the session.
6. Students entering after the opening of a term are charged from date of entrance to close of the term, and they are required to pay when enrolled.



Residence of Edward Austin.

7. No tuition for one term will be refunded, but due-bill, entitling the holder to the future privileges of the college, will be given for one or more weeks' absence caused by sickness or uncontrollable circumstances.

8. Board bills are payable weekly in advance.

9. Cheerful obedience to all rules for government of classes and management of the Library is expected.

What to do Upon Arriving.

Go to the college office, where some one will meet you at all reasonable hours. By advising the President of your arrival by card, some one will meet you at the train at any hour of the day or night. A first-class hotel is near the station, at which students will find polite attention at all hours.

For other information address

W. E. LUGENBEEL, *President*,
Effingham, Ill.

Text Books.

Mathematics—Ray's New Higher Arithmetic, Wentworth's Higher Algebra, Plane and Solid Geometry, Plane and Spherical Trigonometry, Carhart's Surveying, Loomis's or Taylor's Calculus.

Pedagogy and Psychology—Schuyler's Psychology for Elementary Work, Porter for Advanced Work.

Latin—Harkness's Easy Method for Beginners, Harkness's Standard Latin Grammar. Any work of Latin Classics.

Greek—John W. White's Beginner's Greek Book, Goodwin's Greek Grammar. Any edition of Greek Classics.

Literature, History and Rhetoric—Elementary Literature—Brooke; Advanced: Welsh's. General History—Swinton's; Advanced: Myer's Elementary. Rhetoric—Genung's Outlines; Advanced: Bain's. History of England, Lancaster; of France, Barnes; of Germany, Yonge.

German—Cook's Otto's German Grammar, Grimm's Maerchen. Any edition of Schiller's and Goethe's master-pieces.

French—Dr. L. Sauveur's Petites Causeries and Petite Grammaire Françase. Chatrian—Erkmann's Madame Thérèse and Fasquelle's Télérmague, Fils d' Ulysse.

Commercial Work—Williams' and Rogers' Complete Book-keeping; Clark's Commercial Law.

Short-hand—Barnes' Manual of Short-hand; the Reporter's Companion.

The Common Branches—Ray's New Higher Arithmetic, Whitney and Lockwood's Grammar, Eclectic Geography No. 3, or any other good work; Martin's Human Body, Montgomery's U. S. History, or any other good work; Houston's Physical Geography.

Text-Books of Science.

Astronomy—Young's Elements; Advanced Course: Young.

Geology—Winchell's Geological Studies; Advanced Course: LeConte's Elements.

Mineralogy—Crosby's Common Minerals; Advanced Course: Dana's Text-book of Mineralogy.

Physics—Elementary Course: Gage's Elements; Intermediate Course: Gage's Physics with Gage's Physics Laboratory Manual; Advanced Course: Deschauel's Natural Philosophy with Stewart and Gee's Practical Physics.

Inorganic Chemistry—Shephard's Elements, Remsen's Manual.

Organic Chemistry—Remsen-Volhard and Zimmermann.

Qualitative Analysis—Frésénius.

Quantitatine Analysis—Frésénius.

Medical Chemistry—Olderg and Long's Laboratory Manual.

Botany—Wood's Class Book.

Structural Botany—Gray.

Systematic Botany—Goebal.

Plant Analysis—Coulter and Bower.

Zoology—Holder; Advanced Work: Sedgewick and Clause.

Practical Zoology—Marshall and Hurst.

Physiology—Martin's Human Body; Advanced Course: Gray's Anatomy and Foster's Physiology.

Practical Physiology—Foster.

Embryology—Balfour and Langley.

Comparative Embryology—Balfour.

Pharmacy—Remington; Reference Books: United States Dispensatory, National Dispensatory United States Pharmacopœia.

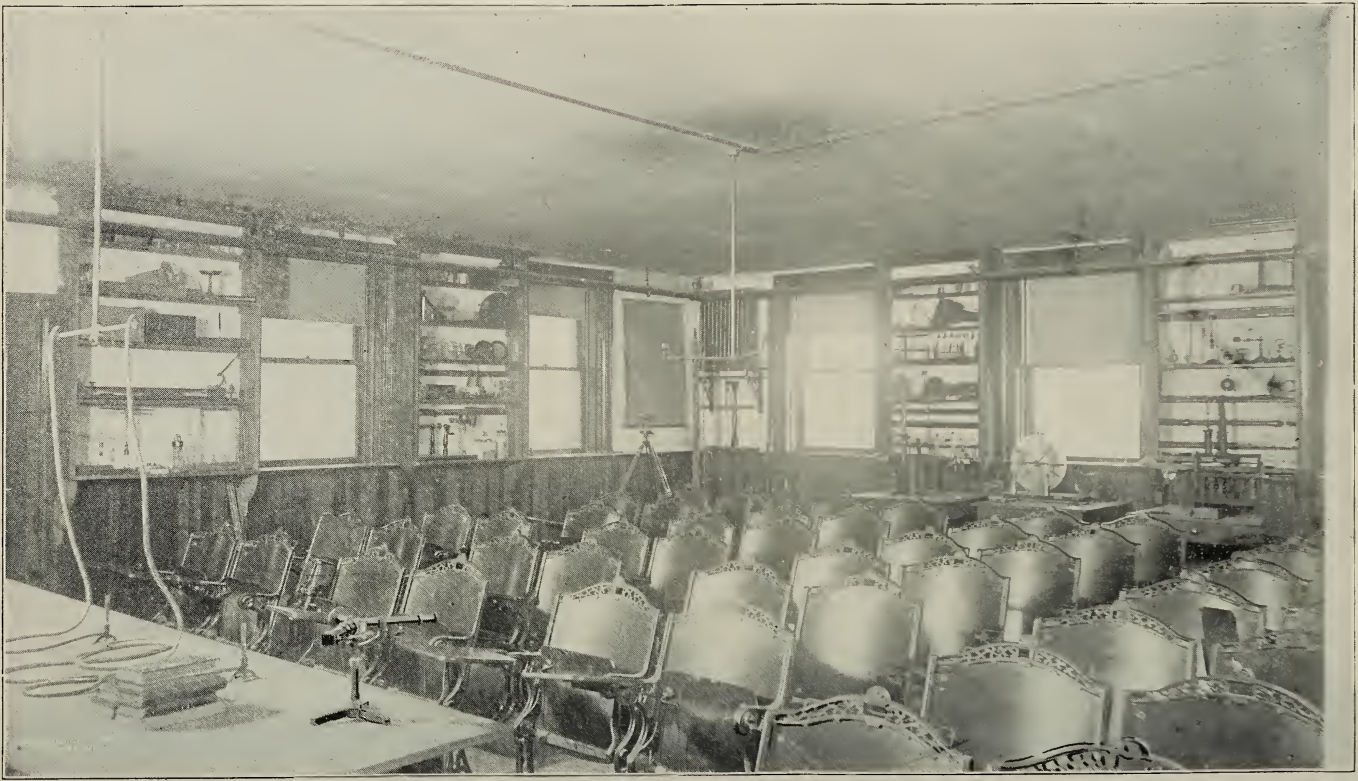
Materia Medica—Bruce.

Toxicology—Wood.

Microscopy—Lee.

Graduates of Classical Course.

A. B. Caldwell	Hoopeston, Ill.
Mattie I. Crooker	Effingham, Ill.
E. J. Miller	Chicago, Ill.
Harry Miller	Kinmundy, Ill.
J. H. Meneely	Dwight, Ill.
Brownie Newcomb	Effingham, Ill.
Birdie St. Clair	Effingham, Ill.



Section of Physics Laboratory.

Graduates of Advanced Teachers' Course.

W. C. Young	Phillips, Neb.
Mary Storey Seymour	Smithboro, Ill.
W. S. Coons	Effingham, Ill.
F. L. Taylor	Effingham, Ill.

Graduate of Surveying Course.

Edgar Morgan	Jewett, Ill.

Graduating Class in Classical Course—1895.

T. L. Cook	Effingham, Ill.
A. L. Sprinkle	Effingham, Ill.
Anderson Stewart	Greenup, Ill.
Eda Abraham	Watson, Ill.
W. G. Austin	Effingham, Ill.

Roster of Students.

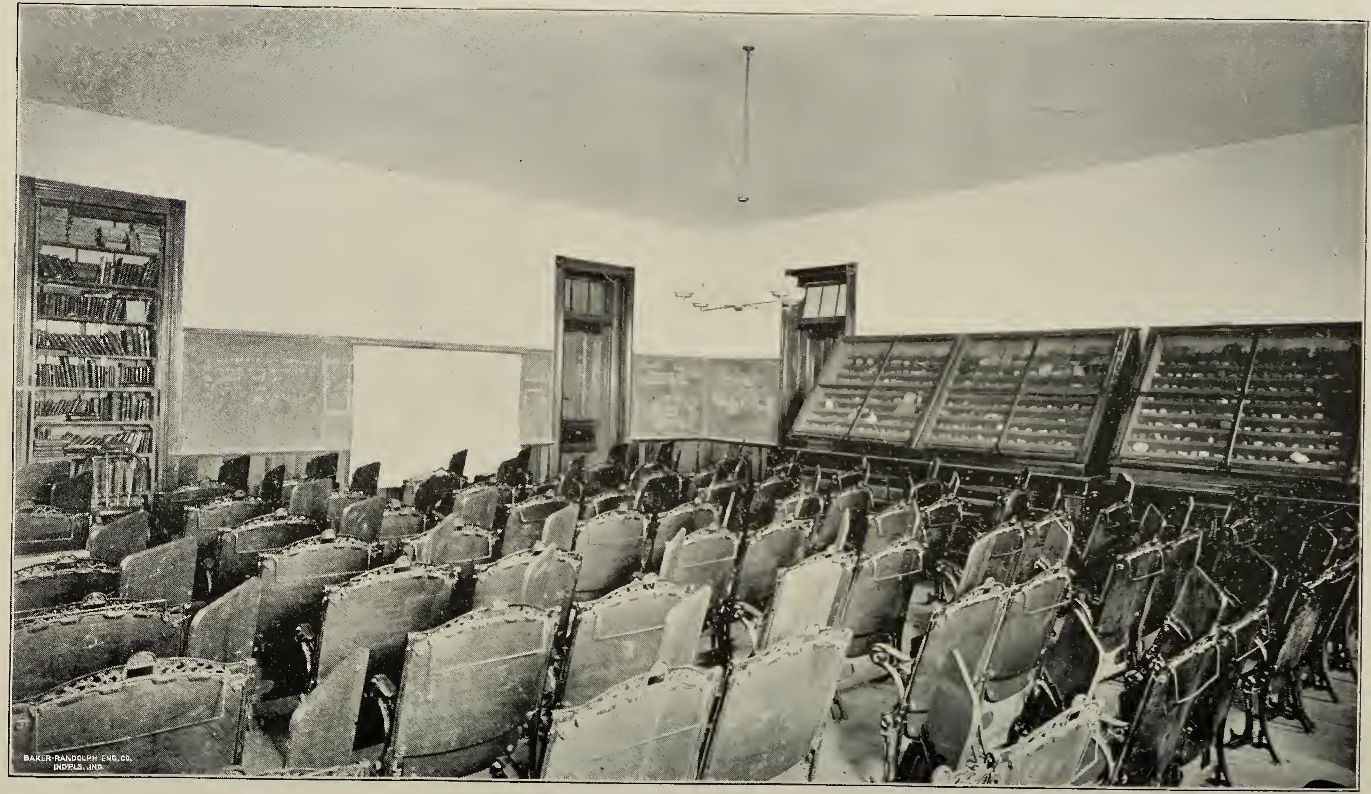
Alspach, Jessie	Altamont, Ill.
Adams, Alice	Shelbyville, Ill.
Anderson, H. M.	Hord, Ill.
Abraham, Arthur L.	Watson, Ill.
Anderson, Lulu	Mason, Ill.
Austin, Walter	Effingham, Ill.
Austin, W. W.	Effingham, Ill.
Austin, Julia	Effingham, Ill.
Anderson, C. E.	Stewardson, Ill.
Austin, Geo	Effingham, Ill.
Allen, Mettie V.	Marshall, Ill.
Abraham, Eda	Watson, Ill.
Ahrens, Ada	Staunton, Ill.
Austin, Calvin	Effingham, Ill.
Allen, Duncan	Shumway, Ill.
Allio, J. H.	Smithsboro, Ill.
Ashworth, Berta	Mattoon, Ill.
Anderson, Josephine	Stewardson, Ill.
Austin, Fred	Ramsey, Ill.
Burton, Lucy	Effingham, Ill.
Bellchambers, Gertie	Effingham, Ill.
Bear, Wm	Effingham, Ill.
Bear, Chas	Effingham, Ill.
Butler, Geo	Effingham, Ill.
Butler, Harry	Effingham, Ill.
Bishop, Lillian	Effingham, Ill.
Baker, Sedal	Effingham, Ill.
Barnett, Lloyd	Effingham, Ill.
Brewer, W. A.	Effingham, Ill.
Besse, E. E.	Effingham, Ill.
Brinckley, W. J., Sr.	Effingham, Ill.
Bohn, Rosa	Effingham, Ill.
Beck, Sarah	Cowden, Ill.
Boynton, L. K.	Salem, Ill.
Brooks, Laura	Beecher City, Ill.
Bishop, Nora	Dexter, Ill.
Blakslee, J. W.	Kinmundy, Ill.
Bennyhoff, Maude	Loogootee, Ill.
Baughman, Goldie	Casey, Ill.
Borsom, Martha	Plainfield, N. J.
Bruce, Clara	Effingham, Ill.
Beever, Jesse	Effingham, Ill.
Besse, Myrtie	Effingham, Ill.
Bradbury, Nellie	Effingham, Ill.
Buckner, Aurora	Effingham, Ill.
Busse, W. A.	Effingham, Ill.
Bradley, Fred	Effingham, Ill.
Busse, F. W	Dieterich, Ill.
Bladen, Earl	Spencer, Ind.
BoVard, Florence	St. Elmo, Ill.
Boatman, S. D.	Olney, Ill.
Breesee, Minnie	Etna, Ill.
Bailie, Kate	Mason, Ill.
Bone, Leonie	M'lb'ry Gr've, Ill.
Bush, J. H	Bushton, Ill.
Bush, Florence	Bushton, Ill.
Bricker, Elmer	Vandalia, Ill.
Bliss, Clinton	Hillsboro, Ill.
Bone, Elfie	Vandalia, Ill.
Burner, Ella	Robinson, Ill.
Barnes, Florence	St. Elmo, Ill.
Beard, James E.	Dieterich, Ill.
Bailey, A. W	Stewardson, Ill.
Barber, A. D.	Corinth, Tenn.
Christy, Ada	Olney, Ill.
Chestnut, B. H.	Winterrowd, Ill.
Caldwell, Bert	Effingham, Ill.
Clark, A. T.	Effingham, Ill.

Cornwell, L. M	Effingham, Ill.
Curson, Josie	Effingham, Ill.
*Crooker, Thomas	Effingham, Ill.
Clutter, W. W	Effingham, Ill.
Crowther, Lillie	Effingham, Ill.
Crooker, Mattie	Effingham, Ill.
Clark, Homer	Effingham, Ill.
Campbell, Laura	Effingham, Ill.
Curson, Leah	Effingham, Ill.
Clure, Charles	Effingham, Ill.
Capps, Walter	Effingham, Ill.
Cohea, Grace	Effingham, Ill.
Cronk, J. A	Effingham, Ill.
Cummings, Clara N.	Newton, Ill.
Camp, Anna	Altamont, Ill.
Chase, S. W	Mason, Ill.
Chezem, A. L	Jewett, Ill.
Clark, Elmer	Elliottstown, Ill.
Clark, J. M	Elliottstown, Ill.
Cole, Anna M	Benton, Iowa.
Condo, Florence	Moccasin, Ill.
Condo, Lulu	Moccasin, Ill.
Cleaves, Irene	Mattoon, Ill.
Cambridge, Thomas	Ficklin, Ill.
Chartrand, Felicity	St. Louis, Mo.
Conner, J. C	Rose Hill, Ill.
Cornwell, Effie	Mason, Ill.
Clark, Stuart	West Union, Ill.
Crawford, Anna	Oakland, Ill.
Carr, Mollie	Altamont, Ill.
Carr, Florence	Altamont, Ill.
Camp, Emma	Altamont, Ill.
Clark, A. G	Latonia, Ill.
Cody, M. N. D. B	Robinson, Ill.
Clancy, Alice	Lerna, Ill.
Cook, T. L	Mattoon, Ill.
Chronic, J. E	West Union, Ill.
Chronic, A. B	West Union, Ill
Creech, Jennie	Dieterich, Ill.
Coons, W. S	Clark Centre, Ill.
Coons, Mrs. Mary	Clark Centre, Ill.
Claypool, Will L	West Union, Ill.
Clarke, Nellie	Funkhouser, Ill.
Crume, Emma	Lerna, Ill.
Clark, Carrie	Neoga, Ill.
Catterton, E. O	Palestine, Ill.
Crissey, Sue	Chester, Ill.
Dunn, L. O	Elliottstown, Ill.
Dayton, Lucy	Newman, Ill.
Dale, Lillie	Mason, Ill.
Dunlap, W. W	Shumway, Ill.
Deichman, Peter	Shumway, Ill.
Dunlap, Hattie	Shumway, Ill.
Dieterich, John	Effingham, Ill.
Diets, Rochelle	Effingham, Ill.
Drysdale, Anna	Altamont, Ill.
Diehl, Anna	Matton, Ill.
Denison, Irene	Kinmundy, Ill.
Dodge, Marion L	Upper Alton, Ill.
Devore, Lon	Dexter, Ill.
Dial, J. H	Shumway, Ill.
Duensing, Clinton	Neoga, Ill.
Defebaugh, Katie	Dexter, Ill.
Eversman, John	Effingham, Ill.
Eaton, J. W	Effingham, Ill.
Elbow, Mannie	Effingham, Ill.
Elbow, Gussie	Effingham, Ill.
Ewing, J. T	Neoga, Ill.
Ellis, Olive	Eberle, Ill.
Erwin, Ida	Altamont, Ill.
Engle, Ira	Gallagher, Ill.
Field, H. L	Dietrich, Ill.
Fletcher, John	St. Elmo, Ill.
Fluckey, I. N	Tower Hill, Ill.
Fletcher, Mary	Cowden, Ill.
Forshee, Mabelle	Kinmundy, Ill.
Freeman, Bert	Humbolt, Ill.
Foster, Effie	Newton, Ill.
Foucht, J. D	Altamont, Ill.
Funk, Emery	Effingham, Ill.
Fairchild, Maggie	Sullivan, Ill.
Fruitt, Mrs. Lucy	Fair Grange, Ill.
Fischer, Henry G	Shumway, Ill.
Gillespie, Flora	Watson, Ill.
Gruenwald Lizzie	Shumway, Ill.
Gilmore, T. S	Effingham, Ill.
Gillespie, Villa	Effingham, Ill.
Goodwin, Sue	Effingham, Ill.
Groves, George	Effingham, Ill.
Gruenawalt, W. J	Effingham, Ill.
Gravenhorst, John	Effingham, Ill.
Golden, A. E	Altamont, Ill.
Greenwalt, Lillie	Elliottstown, Ill.
Gardewine, Rosa	Tentopolis, Ill.
Gillespie, M. C	Watson, Ill.
Grant, Clara	Altamont, Ill.
Garee, C. H	Winterrowd, Ill.
Gibbons, Homer	Montrose, Ill.
Gillson, T. W	Lis, Ill.
Goode, J. R	Neoga, Ill.
Gibbons, Elbert	Montrose, Ill.
Griegg, J. H	Woburn, Ill.
Gibson, Clarence C	Mason, Ill.
Gouchenour, Emma	Funkhouser, Ill.
Gregory, Nettie	Newton, Ill.
Gray, Mary	Etna, Ill.
Hasbrouck, Jose'ne	Effinghaam, Ill.
Harvey, Sarah	Effingham, Ill.
Hendee, F. C	Effingham, Ill.
Hough, Anna	Effingham, Ill.

Section of Biological Laboratory.

Harvey, George	Effingham, Ill.
Harrah, Robert	Effingham, Ill.
Harvey, Lida	Effingham, Ill.
Hanson, W. M	Sidney, Ill.
Hooten, May	Shumway, Ill.
Hightower, Bama	Mason, Ill.
Higgins, C. C	Watson, Ill.
Hightower, J. D	Altamont, Ill.
Holt, Allie	Brownstown, Ill.
Haynes, Frank	Eberle, Ill.
Higgins, Thomas	Elliottstown, Ill.
Hortenstein, A. E	Farina, Ill.
Hightower, Geo. F	Mason, Ill.
Hinman, Ina	Bridgeport, Ill.
Humes, Jesse	New Salem, Ind.
Hardman, Katie	Olney, Ill.
Hartsell, W. W	Windsor, Ill.
Herrick, Clara	Kinmundy, Ill.
Haworth, Josie	Kinmundy, Ill.
Hedges, Lewis	Martinsville, Ill.
Handy, Sol	West Union, Ill.
Hutchinson, Cora M.	Marshall, Ill.
Hughes, Lillian	Hillsboro, Ill.
Hamilton, Clara	Hillsboro, Ill.
Hole, Cora	Eaton, Ill.
Haven, Artie E	Altamont, Ill.
Hackley, Sallie	Trilla, Ill.
Henderson, Geo	Watson, Ill.
Hooten, Willie	Shumway, Ill.
Henry, Fremont	Linn, Ill.
Hutchinson, Ella	Darwin, Ill.
Johnson, Sam	Effingham, Ill.
Johnson, J. H	Annapolis, Ill.
Jones, Ida	Effingham, Ill.
Jones, Nellie	Bethany, Ill.
Johnson, R. M	St. Elmo, Ill.
Johnson, Pearlie	St. Elmo, Ill.
Jones, Leslie	Edgewood, Ill.
Kruse, C. L	Effingham, Ill.
Kern, E. L	Altamont, Ill.
Kellim, Frank	Effingham, Ill.
King, Amy	Effingham, Ill.
Kellogg, Geo	Wheeler, Ill.
Kellar, Harry	Eberle, Ill.
Kreager, Albert	Marshall, Ill.
Kimmery, C. W	Neoga, Ill.
Kyle, Cora	Moccasin, Ill.
Kuhlig, Wm	Louisville, Ill.
Kingery, Sylvester	Montrose, Ill.
Keene, Mollie	Dieterich, Ill.
LeCrone, Verda	Watson, Ill.
Lamb, O. W	Gila, Ill.
Lewis, Stanley	Effingham, Ill.
Lacy, Will	Effingham, Ill.
Lewis, Leonard	Effingham, Ill.
Little, Hosea	Effingham, Ill.
LeCrone, Mrs. G. M.	Effingham, Ill.
LeCrone, Mrs. L. B.	Effingham, Ill.
Lambert, Katie	Effingham, Ill.
Lunow, Martin	Effingham, Ill.
Levitt, Jas. P	Effingham, Ill.
Loy, Jarvis	Effingham, Ill.
Lybarger, R. M	Edgewood, Ill.
LeCrone, Anna	Faribault, Minn.
Lenihan, Emily	Altamont, Ill.
Lovell, Rose	Kinmundy, Ill.
Lippincott, L. J	St. Elmo, Ill.
Lanthorn, Melvin	Elliottstown, Ill.
Lovett, Sarah S	St. Elmo, Ill.
Lowder, Oscar	Mason, Ill.
Lacy, Horace	Farina, Ill.
Lundeen, C. E	Kingman, Ill.
Leith, Mrs. Maud	Effingham, Ill.
Lawson, Lucy A	Etna, Ill.
Lacy, Mabel	Farina, Ill.
Long, H	Newton, Ill.
Layson, Leslie	Mason, Ill.
Lichtenwalter, W. H.	Brownstown, Ill.
Lichtenwalter, S. P.	Shelbyville, Ill.
Magers, Anna	Altamont, Ill.
Myers, Lynette	Effingham, Ill.
Mitchell, Noble	Effingham, Ill.
Miller, H. C	Effingham, Ill.
Mooney, F. C	Effingham, Ill.
Moffet, Nellie	Effingham, Ill.
Moore, W. A	Effingham, Ill.
Moony, Frank	Effingham, Ill.
Mertz, Martie	Effingham, Ill.
Miller, May	Martinsville, Ill.
Mahaney, Ezra	Winterrowd, Ill.
Mahaney, P. S	Winterrowd, Ill.
Mitchell, Lulu	Mason, Ill.
Meyers, C. O	Gila, Ill.
Mitchell, C. E	Dexter, Ill.
Maxwell, Blanche	Effingham, Ill.
Merry, J. T	Elliottstown, Ill.
Majors, Jennie	Mattoon, Ill.
Miller, Judson	Dexter, Ill.
Manifold Dora	Watson, Ill.
Morrison, J. R	Avena, Ill.
Meneely, J. H	Dwight, Ill.
Meneely, Maggie	Alma, Ill.
Meneely, Anna	Alma, Ill.
Meyer, Adolph	Highland, Ill.
Marshall, Cora	Marshall, Ill.
Mulvaney, Anna	Teutopolis, Ill.
Morgan, G. W	Kinmundy, Ill.
Montgomery, Ruth	Sims, Ill.
Moyer, Minnie	Mt. Vernon, Ill.
Mitchell, Maggie	Gila, Ill.

Myres, P. F	Gila, Ill.
Morey, Lura	St. Paul, Ill.
Marks, Stella	Wheeler, Ill.
Morgan, Edgar	Jewett, Ill.
Moore, Alfred	Mattoon, Ill.
Myers, Frank	Dietrich, Ill.
Moore, Newton	Mattoon, Ill.
Miller, Lizzie	Clay City, Ill.
Maxwell, Anna	Duncanville, Ill.
Matthewson, Asa	Altamont, Ill.
Montgomery, Cora	Etna, Ill.
Martin, J. L	Salem, Ill.
Miller, Fannie	Fancher, Ill.
Mattix, C. C	St. Elmo, Ill.
Murphy, Mollie	Robinson, Ill.
Miller, Enola	Fancher, Ill.
McWhorter, A. E	Mason, Ill.
McDonald Nellie	Lerna, Ill.
McCabe, Frank	Effingham, Ill.
McElroy, Susie	Effingham, Ill.
McCracken, W. J	Greenville, Ill.
McDonald, Anna	Newton, Ill.
McKelvie, Marion	Cook's Mills, Ill.
McCabe, C. B	Willow Hill, Ill.
McPherson, Daisy	Trilla, Ill.
Norris, E. A	Unionville, Md.
Nirider, Lillie	Farina, Ill.
Newcomb, Brownie	Effingham, Ill.
Norfolk, Clara	Centralia, Ill.
Newell, J. B	Somerset, Ky.
Oliver, Ralph	Watson, Ill.
Ogles, J. W	Warrensburg, Ill.
O'Connell, Dan	Effingham, Ill.
Orrell, Ida	Altamont Ill.
Parrill, Eva	Farina, Ill.
Oliver, Lola	Watson, Ill.
Phifer, Irene	Shumway, Ill.
Parks, J. F	Watson, Ill.
Paugh, Anna	Mason, Ill.
Powell, Mamie	Effingham, Ill.
Pugh, J. G	Ingraham, Ill.
Prather, Effie	Elliottstown, Ill.
Pape, Wm	Effingham, Ill.
Phillips, Clarence	Effingham, Ill.
Phillips, L. D	Effingham, Ill.
Patterson, Elmer	Effingham, Ill.
Phillips, Fred	Tuscola, Ill.
Poorman, Eusibia	Humboldt, Ill.
Parkhurst, Cora	Effingham, Ill.
Phillips, Floyd	Tuscola, Ill.
Poore, W. W	Effingham, Ill.
Pape, Geo	Effingham, Ill.
Prater, Wesley	Greenville, Ill.
Parkhurst, Ennis	Effingham, Ill.
Pierce, Minnie	Effingham, Ill.
Paugh, Wm. J. D	Mason, Ill.
Peters, C. E	Loogootee, Ill.
Pearce, Homer	Darwin, Ill.
Pacatte, Rose	Pierron, Ill.
Read, Lulu	Mason, Ill.
Reel, Lida	Oakland, Ill.
Riechel, Remy	Funkhouser, Ill.
Ransom, Electa	Newton, Ill.
Reed, Victor L	Dexter, Ill.
Rhoades, Mabel	Effingham, Ill.
Rebel, Joanna	Effingham, Ill.
Randall, Flora	Winterrowd, Ill.
Richardson, A. T	Elliottstown, Ill.
Rhinehart, Dan	Effingham, Ill.
Rhinehart, Ethel	Effingham, Ill.
Riechel, Wade	Effingham Ill.
Reedy, Katie	Effingham, Ill.
*Rhinehart, Edm'd	Effingham, Ill.
Reed, J. A	Cowden, Ill.
Reed, H	San Marcos, Tex.
Rochat, Nettie	Altamont, Ill.
Ryan, Ida	Mason, Ill.
Riechel, Fred	Altamont, Ill.
Rhodes. John M	Altamont, Ill.
*Rhinehart, Philip	Effingham, Ill.
Reeds, James M	Hinesboro, Ill.
Reedy, Jerry	Effingham, Ill.
Reiss, Frank	Altamont, Ill.
Richeson, Sherman	Elliottstown, Ill.
Ryder, Frank	Wheeler, Ill.
Randolph, Gertrude	Moccasin, Ill.
Richards, Honora	Boos, Ill.
Rice, Mary S	Altamont, Ill.
Reeds, Tillman	Hinesboro, Ill.
Rhinehart, Walter	Effingham, Ill.
Robinson, Sam E	Shobonier, Ill.
Riley, Anna	Marshall, Ill.
Stevens, Clara	Effingham, Ill.
Smith, Mary	Effingham, Ill.
Schooley, E. B	Effingham, Ill.
Stewart, Charles	Effingham, Ill.
St. Clair, Birdie	Effingham, Ill.
Smith, Antoinette	Effingham, Ill.
Stewart, Ada	Effingham, Ill.
Shouse, T. F	Effingham, Ill.
Shinn, Ella	Olney, Ill.
Scott, Lola	Watson, Ill.
Stroud, J. Ner	Elliottstown, Ill.
Scully, Robert	Beecher City, Ill.
Schilling, Mabel	Altamont, Ill.
Saylor, E. E	Shelbyville, Ill.
Selby, J. E	Morrisonville, Ill.
Smith, Walter	Gila, Ill.
Sanborn, Cora	Mattoon, Ill.
Sprinkle, Lee	Watson, Ill.



SECTION OF ROOM No. 5.

Stewart, Anderson ..Greenup, Ill.
Sprinkle, Ora.........Watson, Ill.
Stewart, Calvin........Greenup, Ill.
Snowden, Lulu ......Lerna, Ill.
Smith, J. G.............Beecher City, Ill.
Simpson, Mable......Lerna, Ili.
Stillman, J. W.........Farina, Ill.
Swinford, A. D.......Oakland, Ill.
Storm, Arthur........Windsor, Ill.
Sargent, Edith........Centralia, Ill.
Scott, Henrietta......Bloomington, Ill.
Schooley, Emma.....Toledo, Ill.
Sutton, Rachel........Neoga, Ill.
Sutton, Zura...........Neoga, Ill.
Seymour, Mary S....Smithsboro, Ill.
Sandefur, Milton.....West Liberty, Ill.
Snook, Fannia........Altamont, Ill.
Stettbacher, Dena...Edgewood, Ill.
Scott, Nellie ....Edgewood, Ill.
Sears, Nellie...........Berea, Ohio.
Smith, Chas. E.......Watson, Ill.
Sohm, George.........Farina, Ill.
Shepard, Mary........Kinmundy, Ill.
Sy, Franklin D.......Altamont, Ill.
Stephens, Oliver .....Stewardson, Ill.
Stansfield, Jo.........Shelbyville, Ill.
Turner, Flora.........Mason, Ill.
Taylor, E. G...........Effingham, Ill.
Taylor, Mrs. Flora...Effingham, Ill.
Tedrick, Emma......Effingham, Ill.
Taylor, G. F ....Effingham, Ill.
Taylor, John ....Effingham, Ill.
Terrel, O. J.............Louisville, Ky.
Thompson, Chas. E..Shumway, Ill.
Thomas, Henry......Altamont, Ill.
Taylor, F. L ....Effingham, Ill.
Tipswood, Alnora...Beecher City, Ill.
Trout, J. A............Lakewood, Ill.
Thornton, Jas.........Mattoon, Ill.
Tossie, S T............Toledo, Ill.
Taylor, May ....West Liberty, Ill.
Thompson, Jennie..Edgewood, Ill.
Thomas, O. D.........Mason, Ill.
Thomas, Lizzie........Altamont, Ill.
Tucker, Lovie.........Funkhouser, Ill.
Troutman, G. M......Iola, Ill.
Ullrich, Sarah ....Shumway, Ill.
Urban, Lizzie.........Decatur, Ill.
Vance, M. S...........Eaton, Ill.
Van Voris, Frank...Hinesboro, Ill.
Wade, Mamie.........Effingham, Ill.
White, V. C ....Watson, Ill.
Weisman, Clara......Effingham, Ill.
Weisman, Bernice...Effingham, Ill.
Wright, B. F..........Effingham, Ill.
Wills, Walter.........Beecher City, Ill.
Wharton, Emma......Beecher City, Ill.
Walker, Jas ....Effingham, Ill.
Walker, Mrs. J. B...Effingham, Ill.
White, Mrs. N. B ...Effingham, Ill.
Wenthe, Wm.........Effingham, Ill.
Wright, Theo.........Effingham, Ill.
Williams, Norman...Hebron, Ill.
Wilmeth, Bertha....Watson, Ill.
Williams, J. E........Greenup, Ill.
Williams, B. F........Vera, Ill.
Wendt, J. P.......... Dieterich, Ill.
Wills, Walter.........Beecher City, Ill.
Warner, S. B..........Beecher City, Ill.
Wagner, Hattie......St. Louis, Mo.
Wallace, Effie.........Ebbert, Ill.
Wright, Mabel.........Altamont, Ill.
Williams, T. S........Hord, Ill.
Weiss, Mrs. Mary R..Omega, Ill.
Wallace, C. W........Windsor, Ill.
Wilson, G. W.........Trimble, Ill.
Wiseman, Irene......Smithsboro, Ill.
Woodward, Pauline.Hill, Ill.
Wishard, Lizzie......Wheeler, Ill.
Wiley, Charles........Centralia, Ill.
Wattleworth, Aggie, Oblong, Ill.
Winters May.........Duncanville, Ill.
Whitlow, Ora.........
Young, Wm. C.......Dexter, Ill.
Young, Clara...........Dexter, Ill.
Young, Millie.........Dexter, Ill.
Young, Melva..........Dexter, Ill.
Young, Harvey......Dexter, Ill.
Young, Willard......Dexter, Ill.
Yolton, Charles......Beaver, Ill.
Zimmerman, Lillie Altamont, Ill.
Zilliken, John.. ......Chester, Ill.

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* Deceased.

Roll of Students of Short-hand and Type-writing Department.

Besse, Myrtie.........Vandalia, Ill.
Besse, E. E............Boston, Mass.
Bruce, Claire ....Chicago, Ill.
Busse, F. C............Chicago, Ill.
Bladen, Earl ....Spencer, Ind.
Butler, George ......Effingham, Ill.
Bone, Leonie .... Mul'ry Grove, Ill.
Busse, W. A...........Chicago, Ill.
Boatman, S. D........Olney, Ill.
Chartrand, Felicity, St. Louis, Mo.
Carr, Florence ......Chicago, Ill.
Crawford, Anna .....Oakland, Ill.
Curson, Leah.........Effingham, Ill.
Campbell, Lollie .....Effingham, Ill.
Clark, A. G ....Newton, Ill.
Cooper, Mattie........Effingham, Ill.
Crissey, Sue ....Chester, Ill.
Doerr, Mrs. L. P.....Jeffersonv'le, Ind
Eversman, John .....Chicago, Ill.
Ewing, J. T ....St. Louis, Mo.
Elbon, Mannie ......Effingham, Ill.
Fluckey, I. N ....Washington, D C
Goodwin, Susie ......Effingham, Ill.
Gravenhorst, John..Effingham, Ill.
Harvey, Geo...........Effingham, Ill.
Lichtenwalter, W. H. Shelbyville, Ill.
Lacey, Will A ....Effingham, Ill.
Leith, Mrs. Maude..Effingham, Ill.
Lewis, J. L............LaFayette, Ind.
Lacey, Horace........ Kinmundy, Ill.
LeCrone, Anna ......Fairbault, Minn.
Lewis, Stanley ......Effingham, Ill.
Loy, Jarvis............Effingham, Ill.
Maxwell, Blanche...Effingham, Ill.
Moore, W. A ....Chicago, Ill,
Miller, Lizzie.........Clay City, Ill.
Majors, Jennie ......Mattoon, Ill.
Norris, E. A ....Bedford, Ind.
Norfolk, Clara........Centralia, Ill.
Oliver, Ralph.........Watson, Ill.
Phifer, Irene ....Shumway, Ill.
Phillip, Flora ......Effingham, Ill.
Parkhurst, Ennis ...Effingham, Ill.
Reedy, Katie ....Effingham, Ill.
Rhinehart, Philip...Effingham, Ill.
Reeds, James.........Oakland, Ill.
Rhodes, John M.....Altamont, Ill.
Reels, Lida............Oakland, Ill.
Reis, Frank ....Altamont, Ill.
Rhinehart, Dan......Effingham, Ill.
Sulton, Zura ....Neoga, Ill.
Stewart, Ada ....Effingham, Ill.
Sears, Nellie ....Cleveland, O.
Sprinkle, Ora.........Watson, Ill.
Smith, Mary ....St. Louis, Mo.
Tossie, S. F............Greenup, Ill.
Terrell, O J ....Louisville, Ky.
Wiley, Chas ....Centralia, Ill.
Weiss, Mrs. Mary...Kinmundy, Ill.

Graduates of Business Department.

Austin, W. G.........Effingham, Ill.
Abraham, A. L........Watson, Ill.
Brewer, W. A.........Toledo, Ill.
Condo, Lulu...........Moccasin, Ill.
Clark, Carrie...........Neoga, Ill.
Cole, Anna.............Benton, Iowa.
Elbow, Mannie.......Effingham, Ill.
Elbow, Gus............Effingham, Ill.
Ewing, J. T............St. Louis, Mo.
Gilson, Tom ....Lis, Ill.
Gibbons, Homer......Montrose, Ill.
Herrick, Clara........Kinmundy, Ill.
Kellim, Frank........Effingham, Ill.
Maxwell, Blanche...Effingham, Ill.
Mitchell, Noble......Effingham, Ill.
Nirider, Lily...........Farina, Ill.
Norris, E. A............Bedford, Ind.
Ogles, J. W............Warrensburg, Ill.
Phillips, Fred.........Tuscola, Ill.
Rhodes, John.........Altamont, Ill.
Sprinkle, A. L.........Effingham, Ill.
Smith, Charles E.....Watson, Ill.

Graduates of Short-hand and Type-writing Department.

Butler George.........Effingham, Ill.
Busse, F. C.............Chicago, Ill.
Crawford, Anna......Oakland, Ill.
Campbell, Lollie.....Effingham, Ill.
Ewing J. T............St. Louis, Mo.
Fluckey, I. N.........Washington, D.C.
Lacey, Horace ....Kinmundy, Ill.
LeCrone, Anna.......Fairbault, Minn.
Maxwell, Blanche...Effingham, Ill.
Moore, W. A..........Chicago, Ill.
Norris, E. A............Bedford, Ind.
Phifer, Irene..........Shumway, Ill.
Rhodes, John M.....Altamont, Ill.
Rhinehart, Dan......Effingham, Ill.
Stewart, Ada..........Effingham, Ill.
Sprinkle, Ora.........Watson, Ill.

Students of Musical Department.

Abraham, Eda.
Anderson, Lulu.
Austin, Mrs. Calvin.
Austin, Fred.
Austin, Julia.
Austin, Hattie.
Bissell, Reuby.
Bennyhoff, Maude.
Bliss, Clinton.
Borsum, Martha.
Boynton, L. K.
Bush, J. H.
Chartrand, Felicity.
Coffey, Grace.
Condo, Florence.
Condo, Lulu.
Coons, Mr.
Cornwell, Effie.
Crowther, Lillie.
Diets, Rochelle.
Drysdale, Miss.
Dietrich, John.
Dunlap, Hattie.
Dunlap, W.
Elbow, Mannie.
Fairchild, Maggie.
Fay, Alice R.
Fluckey, I. N.
Fluegge, Oscar.
Forshee, Mabelle.
Foster, Miss.
Gibbons, Pearl.
Gibbons, Elbert.
Gibbons, Homer.
Goar, Katie.
Golden, Eva.
Gruenewald, Lizzie.
Hasbrouck, Alpheus.
Hardman, Kittie.
Harvey, Lida.
Harvey, Miss.
Hinman, Ina.
Johnson, Miss.
Johnson, Samuel.
Kimball, Avis.
LeCrone, Anna.
LeCrone, Frances.
LeCrone, Mrs. George W.
Lollar, Miss.
Leip-Heimer, Edwin.
Leip-Heimer, Lottie.
MacDonald, Nellie.
Manifold, Dora.
Mattox, C. C.
Maxwell, Blanche.
McCoy, Minnie.
McPherson, Daisy.
Moody, Blanche.
Miller, Enola.
Millee, Fannie.
Miller, Miss.
Miller, Harry.
Moore, Cora.
Morey, Lura.
Parkhurst, Cora.
Parks, J. F.
Pilcher, Mrs. Fannie.
Poorman, E.
Randolph, Gertie.
Riechel, Wade.
Scott, Henrietta.
Scott, Nellie.
Sears, Nellie.
Seymour, Mary.
Shinn, Ella.
Smith, Antoinette.
Smith, Ida.
Spitler, Cora.
Sprinkle, Miss.
Sprinkle, Lee.
Stevens, Clare.
Stroud, Miss.
Taylor, F. L.
Taylor, John.
Thomas, Henry.
Vigals, Miss.
Walker, Mrs. J. B.
Weisman, Bernice.
White, Annie.
White, V. C.
Whittmore, Ora.
Wilson, Miss.
Wright, Theo.
Wright, Mrs. Wm. B.
Young, Clara.
Young, W. C.

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